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ASSOCIATION FOR LIBRARY AND INFORMATION
SCIENCE EDUCATION

LIBRARY AND INFORMATION SCIENCE EDUCATION
STATISTICAL REPORT
1983

ALISE
471 Park Lane
State College, PA
1983

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INTRODUCTION

by

Timothy W. Sineath

This is the fourth annual statistical report on library and information science education published by the Association of American Library Schools (AALS)*. It is the continuation of the project begun with the publication of the first report in 1980. The first three annual reports were edited by Gary R. Purcell (Tennessee). The purpose of the project, as noted in previous editions, remains the compilation analysis, interpretation and reporting of statistical information about graduate library and information science education programs whose schools are Full Members or Associate Members of ALISE (formerly AALS). Full member schools are the same schools whose programs leading to the first professional degree in library and information science appear on the accredited list of the American Library Association dated March 15, 1983. Associate membership in ALISE is open to programs which offer "a graduate degree in librarianship or cognate field" that has not been accredited by the American Library Association (article II, Section 5 of the ALISE Bylaws).

The statistical information in this report was collected, tabulated, analyzed and reported by members of the ALISE Library and Information Science Education Statistics Committee, with Janet Phillips, ALISE Executive Secretary being responsible for publication of the report. In addition, the support staffs of the authors' institutions have made invaluable contributions to the preparation of the manuscripts of the various parts of the report.

The 1983 report is arranged in much the same pattern as the previous ones. A new section has been added entitled Summary and Comparative Analysis. The current edition is divided into six sections, each of which is listed below with the name of the author's institutional affiliation.

1. **Faculty - Russell E. Bidlack, Michigan**
2. **Students - Agnes Reagan, Texas**
3. **Curriculum - Elspeth Pope, South Carolina**
4. **Income and Expenditures - Fred W. Roper, North Carolina, Chapel Hill**
5. **Continuing Education - Timothy W. Sineath, Kentucky**
6. **Summary and Comparative Analysis - Russell E. Bidlack, Michigan**

Variations in format and style are attributed to the different topics and the fact that each section was written by a different author. However, the questionnaires from which the data were derived were considered and approved by the Committee as a whole. Each section has separately numbered paging with the page numbers preceded by an alphabetical designation. The tables are numbered separately for each section. Roman numerals are used to designate the section numbers and arabic numerals the table numbers.

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* The name of the Association has been officially changed to: **Association for Library and Information Science Education (ALISE).** Since the data collected for this edition was done under its previous name (Association of American Library Schools (AALS)), this name is used in the data reporting and analysis. This current edition carries the imprint of the new name. All subsequent editions will of course use the new name of the Association.

With each annual questionnaire, the Library and Information Science Education Statistics Committee has sought feedback from users, participating schools and others. In addition, the Committee meets regularly to discuss the wording of the questions, the frequency with which they should be asked, and other issues concerned with this project. As a result of this continuing evaluation, changes have been made each year. Various improvements in the formats of the questionnaires and in the report have been improved the accessibility of the information in it. Questions have been modified, deferred to a later year, or dropped entirely. The most important change has been the addition of the Summary and Comparative Analysis section. The Committee has attempted to maintain consistency in the nature and type of information collected and reported in order that these data be comparable from one year to the next. A major objective of the project is to build a data base which will allow comparisons over time as well as comparisons among schools.

The pattern established in the first year of data collection has been continued in this edition. Data for the report were collected through two questionnaires. The first, sent directly to school deans and directors by Russell E. Bidlack (Michigan), requested confidential salary information about full-time faculty members. The results of this survey appear in the first part of the section on faculty. Because of the sensitive nature of salary information, individual schools are not identified in the portion of this section which deals with salaries. Data for the second part of the faculty section and the remainder of the report were collected through a more extensive questionnaire in five parts sent from the ALISE Executive Secretary. In the remainder of the report the individual schools are identified as deemed appropriate by the author of that section of the report.

The response rate to the 1982 questionnaire was 100% for the first time. All 69 member schools responded. The current report, however, reflects a response rate of 96 percent. Three schools, Catholic, Geneseo and Southern California did not respond. During the year since the data was gathered for the 1983 report, the program at the University of North Carolina at Greensboro has been accredited by the American Library Association and thus became eligible for ALISE membership. During the same period the program at Emporia State University was removed from the ALA accredited list and thus became an Associate Member of ALISE. Among the Associate Member schools only nine schools responded at least in part for a percentage of twenty-seven. The response rate among Associate Member schools has decreased each year to the point where serious question has been raised regarding the value of continuing to collect data about them. However, since there is no other source of information about these programs the ALISE Board has decided to continue to make every effort to gather data about them.

Single copies of the report are available at cost for schools which have contributed data to the edition. Copies of the report are available at a nominal charge to other schools, institutions and individuals. As with past practice, the expense of tabulating and analyzing that data and the compiling of the report was underwritten by the five participating schools and the authors of each section. ALISE would like to again thank the responsible persons in each school for their contributions to this report. Without the many hours of work by these individuals and the Committee, this project would not be possible.

Special acknowledgement should be made in this year's report of Russell E. Bidlack and the University of Michigan. Dean Bidlack began surveying salary information and related data ten years ago. The success of this activity and its subsequent expansion and inclusion in the ALISE Statistical Reports attest to the confidence and esteem with which his colleagues hold him. As if that contri-

bution were not enough, Professor Bidlack has launched the new Summary and Comparative Analysis section being included in this edtion for the first time. This is his last year as a member of the Committee and joint author. On behalf of ALISE and all persons interested in library and information science education, we thank him for his years of dedicated service.

Special acknowledgement should also be made of Gary R. Purcell and the University of Tennessee. As the Editor and chair of the Statistics Committee, he guided the first three editions of the report and in large measure Professor Purcell is responsible for the successful launching and establishment of the project as an important reference source on library and information science education. ALISE wishes to thank him for his leadership.

Elspeth Pope has been responsible for the Curriculum section of the report for four years and this year is her last on the Committee. Her authorship of this section of the report from its beginning has been an important contribution to its success. Members of the Committee are grateful to Professor Pope and to the University of South Carolina and wish to thank her for her valuable assistance.

In the Introduction to previous editions of the report various data have been extracted from each of the five sections which seemed to be of special interest. In particular the 1982 edition provided a comparison over time in our effort to discern any trends during these years. This comparative report was ably written by Gary R. Purcell.

In order to provide an extended comparative analysis to that previously included in the Introductions, beginning with the current edition a new section entitled Summary and Comparative Analysis has been added. This section will have a summary of the entire report and a cross analysis of the various parts. It is hoped that this section will be a valuable addition to an already much used report. If it increases the access to and retility of the report and furthers our understanding of library and information science education, this section will become a permanent feature of the ALISE Statistical Report.

Timothy W. Sineath
Editor and Chair
ALISE LIBRARY AND INFORMATION
SCIENCE EDUCATION STATISTICS
COMMITTEE

Faculty

By Russell E. Bidlack

Faculty data for this report appear in two parts. Those in Part I have been compiled from reports submitted to the writer on a confidential basis by the dean or director of each of 68 of the 69 library schools holding full membership in the Association of American Library Schools on January 1, 1983. These are the same schools whose programs leading to the first professional degree in librarianship appear on the accredited list of the American Library Association dated March 1983. Also included in Part I (beginning on page F-39) is a compilation of similar data provided by 15 of the 32 American library schools listed as associate members of the AALS in its 1982 directory. Associate membership in AALS is available to academic units (schools, divisions, departments, programs, etc.) that offer "a graduate degree in librarianship or cognate field" that has not been accredited by the American Library Association. (Article II, Section 5 of the AALS Bylaws)

Part II of the faculty section of this report (beginning on page F-50) has been compiled from information provided by 67 of the AALS member schools and 8 of the AALS associate-member schools in response to the faculty portion of the general questionnaire prepared by the Association of American Library Schools.

Part I of the faculty section is based upon data reported by the participating schools as of January 1, 1983. Part II, however, provides information that pertained to the schools during the fiscal year 1981-82 (July 1, 1981, to June 30, 1982). In requesting the data appearing in Part I, the writer assured his decanal colleagues of confidentiality. Neither individual faculty members nor individual schools have been linked to specific data pertaining to such matters as salary, sex, race, age, etc. Confidentiality was not promised, however, in relationship to the faculty portion of the AALS questionnaire. Schools are, therefore, linked to numbers by name in Part II.

Part I:

This is the writer's tenth survey of faculty salaries and related data pertaining to library education. Data were provided by the executive officers of 68 of the 69 library schools that were institutional members of AALS on January 1, 1983. The one school that failed to respond to the writer's questionnaire as well as a follow-up letter was the School of Library and Information Science of the State University of New York at Geneseo. The fact that this library school will be closed in the near future doubtless accounts for its lack of response. During the year since the data were gathered for the 1982 report, one library education program has been accredited by the American Library Association and, therefore, has moved from associate membership status in AALS to full membership. This was the Department of Library Science/

Educational Technology at the University of North Carolina at Greensboro. During the same period, another program, that of the School of Library Science at Emporia State University, was removed from ALA's accredited list and thus became an associate member of AALS.

This is the fourth year that the AALS associate institutional member schools were invited to participate in this survey. As noted above, only 15 out of 32 responded to the writer's request for data.

As in previous years, deans and directors (this is the term that has been used throughout these reports to identify library schools' executive officers) were asked to provide the following information for each full-time faculty member, including the dean or director, present on January 1, 1983: (1) title and/or academic rank; (2) annual salary rate; (3) whether appointed for the fiscal or academic year; (4) whether or not tenured; (5) sex; (6) highest degree earned; (7) discipline of highest degree; (8) ethnic origin (except Canadian schools); (9) age category (by 5-year groupings); (10) year of appointment to the school's full-time faculty; and (11) year of appointment to present rank in the school in which currently employed.

Fringe benefits were not to be reported as part of the salaries nor were stipends for summer teaching, extension teaching, or other over-load rewards. Faculty members on sabbatical leave on January 1, 1983, were to be included only if their full salaries were being paid during their leave.

The 68 AALS member schools included in this portion of the faculty report are located at the following universities: Alabama; Alberta; Arizona; Atlanta; Ball State; Brigham Young; British Columbia; California, Berkeley; California, Los Angeles; Case Western Reserve; Catholic; Chicago; Clarion State; Columbia; Dalhousie; Denver; Drexel; Emory; Florida State; Hawaii; Illinois; Indiana; Iowa; Kent State; Kentucky; Long Island; Louisiana State; Maryland; McGill; Michigan; Minnesota; Mississippi; Missouri; Montreal; SUNY, Albany; SUNY, Buffalo; North Carolina; North Carolina Central; North Carolina at Greensboro; Northern Illinois; North Texas State; Oklahoma; George Peabody; Pittsburgh; Pratt; Queens; Rhode Island; Rosary; Rutgers; St. John's; San Jose; Simmons; South Carolina; South Florida; Southern California; Southern Connecticut State; Southern Mississippi; Syracuse; Tennessee; Texas; Texas Woman's; Toronto; Washington; Wayne State; Western Michigan; Western Ontario; Wisconsin, Madison; and Wisconsin, Milwaukee.

As in the past, two schools declined to provide complete faculty data because of institutional policy. Salary figures were withheld by Brigham Young and Chicago; Chicago also declined to provide ethnic origin and age grouping for its faculty.

The full-time faculty, including deans and directors, among the 68 AALS member schools reporting on January 1, 1983, totaled 680. This total does not include unfilled positions. As noted earlier, it does include faculty members on sabbatical leave if they were receiving their full sslary during their leave. The number of full-time faculty in each of these 68 schools varied from a low of 5 (3 schools) to a high of 22. The average faculty size was 10. This represents a reduction of .23 from last year's average of 10.23.

The average full-time faculty size among AALS member schools in 1974 was 11.66. As the following table shows, this average has declined each year since 1974 for a total of 1.66 faculty members per school. The reduction in average size this year (.23) is exactly the same as last year.

TABLE I-1: Average Faculty Size, AALS Member Schools, 1974 to 1983

Year	Number of Schools Reporting	Average Number of Full-time Faculty
1974	53	11.66
1975	59	11.32
1976	62	11.24
1977	64	11.05
1978	64	10.69
1979	67	10.67
1980	67	10.66
1981	69	10.46
1982	69	10.23
1983	68	10.00

The following table shows the variation in the number of full-time faculty among the 68 AALS member schools on January 1, 1983. As was true last year and the year before, over half of the AALS member schools had full-time faculties, including the dean or director, of 9 or fewer.

TABLE I-2: Variation in the Number of Full-time Faculty, Including Deans and Directors, Per School, Among 68 AALS Member Schools on January 1, 1983

Number of Full-time Faculty	Number of Schools	Percentage of Total (68)
5	3	4.41
6	5	7.35
7	9	13.24
8	8	11.76
9	11	16.18
10	9	13.24
11	5	7.35
12	3	4.41
13	3	4.41
14	7	10.29
15	1	1.47
16	1	1.47
17	0	
18	1	1.47
19	0	
20	1	1.47
21	0	
22	1	1.47

Of the 680 full-time faculty, including deans and directors, on January 1, 1983, in 68 AALS member schools, 395 (58.1 percent) were males while 285 (41.9 percent) were females. This represents a shift from last year in favor of males by 1.3 percent and very nearly cancels out the gain of 1.5 percent made last year by females. During the eight years that statistics on the sex of faculty have been collected, the division between males and females has remained remarkably constant. In 1976, for example, females accounted for 41.5 percent of the full-time faculty, only .4 percent less than in 1983.

TABLE I-3: Male-Female Ratio of Full-time Faculty, AALS Member Schools, 1976-83

Year	Number of Schools	Total Full-time Faculty	Percentage of Males	Percentage of Females
1976	62	697	58.5	41.5
1977	64	707	59	41
1978	64	684	59.2	40.8
1979	67	715	58.6	41.4
1980	67	714	58.8	41.2
1981	69	722	58.3	41.7
1982	69	706	56.8	43.2
1983	68	680	58.1	41.9

The table that follows shows the 1982-83 male-female faculty ratio according to faculty rank in contrast to the ratio 8 years ago (1975-76), the earliest date for which these data were collected. Because the number of AALS member schools has changed during this 8-year period, it is the percentage rather than the actual number of faculty in each rank that is of most significance. Whereas in 1975-76, 41.5 percent of faculty at all ranks (including deans and directors) were women, in 1982-83, (8 years later) that percentage has increased by only 4 tenths of one percent, to 41.9 percent. While women have made a substantial increase in their representation at the rank of assistant professor (from 46 percent to 58.6 percent), they have lost significant ground at the associate professor level, a decline from 45.7 percent in 1975-76 to 38.1 percent in 1982-83. At the professor level, women have improved their representation by 1.2 percent, and among deans and directors they have increased in number by 5.7 percent.

Lacking data on the identity of the individuals involved, it is possible only to speculate on the reason why women have lost representation at the associate professor level while gaining at the assistant professor rank. There is a time lag, of course--promotion from assistant to associate requires about six years--and it is possible that a sufficient number of female assistant professors will advance in rank in the next two or three years to reverse the trend of male dominance at the associate professor level and, in time, at the professor level as well. The number of new faculty appointments at the associate professor level in recent years has been too small to account for this difference. It would appear that, for some reason, female assistant professors in AALS member schools are either not being promoted as rapidly as their male counterparts, or they are dropping out of teaching while still assistant professors in larger proportion than their male colleagues.

TABLE I-4: Changes in Male-Female Ratio of Full-time Faculty Over Eight Years

1975-76 (62 schools, 697 full-time faculty)

Number	Rank	Males	Females
61	Deans and Directors	49 (80.3%)	12 (19.7%)
146	Professors	103 (70.5%)	43 (29.5%)
199	Associate Professors	108 (54.3%)	91 (45.7%)
248	Assistant Professors	134 (54 %)	114 (46 %)
24	Instructors	6 (25 %)	18 (75 %)
19	Lecturers	8 (42.1%)	11 (57.9%)
697		408 (58.5%)	289 (41.5%)

1981-82 (69 schools, 706 full-time faculty)

Number	Rank	Males	Females
69	Deans and Directors	52 (75.4%)	17 (24.6%)
180	Professors	122 (67.8%)	58 (32.2%)
229	Associate Professors	136 (59.4%)	93 (40.6%)
194	Assistant Professors	83 (42.8%)	111 (57.2%)
18	Instructors	4 (22.2%)	14 (77.8%)
16	Lecturers	4 (25 %)	12 (75 %)
706		401 (56.8%)	305 (43.2%)

1982-83 (68 schools, 680 Full-time faculty)

Number	Rank	Males	Females
67*	Deans and Directors	50 (74.6%)	17 (25.4%)
179	Professors	124 (69.3%)	55 (30.7%)
223	Associate Professors	138 (61.9%)	85 (38.1%)
186	Assistant Professors	77 (41.4%)	109 (58.6%)
10	Instructors	1 (10 %)	9 (90 %)
15	Lecturers	5 (33.3%)	10 (66.7%)
680		395 (58.1%)	285 (41.9%)

*One male dean has been omitted because he is on leave without salary to teach in another library school where he has been included as a professor.

Among the 68 AALS member schools, there were 15 appointments of new executive officers between January 2, 1982, and January 1, 1983. This represents a change in leadership of 22 percent of the schools, an all-time high. (The AALS member school not reporting also had a change in leadership, which would have brought the percentage to 23.) Last year the number of such changes was 10 (14.5 percent) and in 1980-81 there were 9 (13 percent). The average annual number of changes in leadership over the past 7 years has been 9.4.

Of these 15 new deans and directors in 1982-83, 7 were either "acting" or "interim" on January 1, 1983. Of the 8 regular appointments, 7 were males and one was a female. Of those with "acting" or "interim" status, 4 were males and 3 were females. In addition to these 15 new deans and directors, one former acting director (a female) was named Director during 1982. In another instance, where the name was changed from "division" to "school" in 1982, the executive officer's title was changed from director to acting dean.

Following is a list of the 15 schools with new executive officers on January 1, 1983: Ball State (Chair); Brigham Young (Director); Case Western Reserve (Acting Dean); Hawaii (Dean); Long Island (Dean); Maryland (Acting Dean); Minnesota (Director); Mississippi (Acting Director); Montreal (Director); Northern Illinois (Interim Chair); Oklahoma (Director); Rosary (Dean); Rutgers (Acting Dean); Texas (Acting Dean); and Western Michigan (Interim Director).

While 68 library schools are represented here, the dean of one of these schools was on leave without salary to teach in another library school which reported him among its full-time faculty on January 1, 1983. In order that this individual not be represented twice in our total faculty, he has been omitted from our further analysis of executive officers, thus reducing that number to 67.

Of the 67 deans and directors holding office on January 1, 1983, as was noted in Table I-4, 50 were males (74.6%) and 17 were females (25.4%). This represents a slight shift in favor of females, but if the acting dean (male) of the school not reporting were included, along with the dean who is on leave from his school, the count would be exactly the same as a year ago.

In addition to the 7 acting or interim deans appointed during 1982, there were 2 others with acting status continuing from 1981. Louisiana State (Acting Dean) and Washington (Acting Director). As noted earlier, a former director has been named Acting Dean of the reorganized School of Library Science and Instructional Technology at Southern Connecticut State College.

Of the 8 new deans and directors appointed on a regular basis (i.e., neither acting nor interim) between January 2, 1982, and January 1, 1983, 7 were chosen internally from the school's own faculty. The lone exception was brought from the directorship of another library school. Only one of the 8 lacks tenure. Seven of the eight have fiscal year appointments. The salaries of six of those with fiscal-year appointments were reported and range from a low of $28,979 to a high of $66,720, for an average of $44,783 (median $43,750). For the 5 in U.S. schools, the average salary was $40,396 (median $38,000).

Of the 7 new acting or interim deans and directors, all but one were appointed internally.

The administrative titles of the executive officers of 67 AALS member schools on January 1, 1983, are shown in Table I-5. As noted earlier, the program at Southern Connecticut State College was elevated in 1982 from divisional status to that of a school--the former director was named acting dean. The executive officer on leave would have added another deanship in the following table had he been included here rather than as a professor in

other tables. A deanship was lost with the change of Emporia State from AALS member status to that of associate member, while a chair was added with North Carolina at Greensboro moving from associate to full AALS membership.

TABLE I-5: Titles of 67 Heads of AALS Member Library Schools, January 1, 1983

Title	Number	Percent
Dean	37	64
Acting Dean	6	
Director	16	28
Interim Director	1	
Acting Director	2	
Chair	4	8
Interim Chair	1	
	67	100

Of the 67 deans and directors (including chairs and those with acting or interim status), 53 (79.1%) held the rank of professor. Of these 53, 41 were males (77.4%) while 12 (22.6%) were females. Thirteen (19.4%) of the deans and directors were associate professors of whom 8 (61.5%) were males and 5 (38.5%) were females. One executive officer (a male acting director) was an assistant professor.

Of the 37 deans, all except one (a male) had tenure; of the 6 acting deans, 5 had tenure; the one acting dean without tenure was a male. Of the 16 directors, 13 had tenure; the three without tenure were males. Of the 3 interim and acting directors, one female held tenure while one male and one female were without tenure. All of the executive officers with the title chair, including the interim chair, held tenure.

Of the 67 executive officers, 61 held fiscal year appointments. Of the 6 with academic year appointments (all males), one was a dean, one was a director, 3 were chairs, and one was an interim chair.

Of the 50 males heading AALS member schools on January 1, 1983, 47 (94 percent) had earned doctorates. All 17 female deans and directors had earned doctorates. Of the three males lacking the doctorate, two held the master's degree in library science while one held the B.L.S. degree.

As a total group, 64 (95.5 percent) of the deans and directors held an earned doctorate. This represents a slight increase. Last year this percentage was 94.2 and the year before it was 89.9. It is apparent that in recent appointments the doctorate has become increasingly common.

Of the 64 doctorates held by deans and directors, 45 (70.3 percent) were in library and/or information science. This represents a decline from 75.4 percent last year and 74.2 the year before that. The following table shows the distribution by discipline.

TABLE I-6: Disciplines of the Doctorates Held by 64 Heads of AALS Member Schools, January 1, 1983

Library and/or Information Science	45
Communications	1
Education	2
Education-Administration	1
Education/Communications	1
Education-Curriculum and Administration	1
Higher Education	1
English	2
History	2
Industrial Engineering	1
Instructional Technology	1
Mathematics	1
Musicology	1
Philosophy	1
Political Science	1
Public Administration	1
Zoology	1
Total	64

In terms of ethnic origin, all but 5 (7.8 percent) of the deans and directors on January 1, 1983 were white. Of the 5 that can be classified as minorities, 4 were Black and one was Asian.

The age grouping was provided for deans and directors for each school except Chicago, with the following results:

TABLE I-7: Age Categories of 66 Heads of AALS Member Schools on January 1, 1983

Age Grouping	Number and Percentage
65-69	4 (6.1 percent)
60-64	11 (16.7 percent)
55-60	17 (25.8 percent)
50-54	12 (18.2 percent)
45-49	13 (19.7 percent)
40-44	7 (10.6 percent)
35-39	1 (1.5 percent)
30-34	1 (1.5 percent)

From the above table, it is seen that 44 (66.7 percent) of the executive officers of 66 library schools were 50 years of age or older on January 1, 1983. (Note that the three schools not represented here are Chicago, Geneseo, and Rhode Island.) This differs little from that of last year (68 percent). A more meaningful figure probably results, however, if one excludes the 10 acting and interim deans and directors. As seen from the following table, 64.3 percent of the 56 deans and directors holding regular appointments were over 50 years of age; 21.4 percent were 60 or over.

TABLE I-7a: Age Categories of 56 Heads of AALS Member Schools, Exclusive of Those With Acting or Interim Appointments, on January 1, 1983

Age Grouping	Number and Percentage
65-69	3 (5.5 percent)
60-64	9 (16.4 percent)
55-59	15 (27.3 percent)
50-54	9 (16.4 percent)
45-49	12 (21.8 percent)
40-44	7 (12.7 percent)
35-39	1 (1.8 percent)
Total:	56

As seen from the above table, 64.3 percent of the deans and directors holding regular appointments on January 1, 1983, were 50 years of age or over; 21.4 percent were 60 or over. As the following table indicates, a considerably larger percentage of female deans and directors were 60 years of age or older (nearly 42 percent) than was true of their male counterparts (only 16 percent).

Because in most universities deans and directors are required to leave their administrative posts at age 65, it is apparent from these figures that over one-fifth (21.4 percent) of the present executive officers of AALS member schools will retire within five years. Among the 44 males, however, this drops to 15.9 percent while among the 12 females it jumps to 41.7 percent.

TABLE I-7b: Age Categories, on January 1, 1983, of 56 Heads of AALS Member Schools Divided by Sex

Age Grouping	Males	Females
65-69	3	0
60-64	4	5
55-59	14	1
50-54	8	1
45-49	8	4
40-44	6	1
35-39	1	0
Total:	44	12

Salary figures as of January 1, 1983, were reported for 65 deans and directors of AALS member schools, including those who held acting or interim appointments (all except Brigham Young, Chicago, and Rhode Island--the dean of the latter school being on leave). Of these 65 deans and directors, 59 held fiscal year (11 or 12 month) appointments (42 males and 17 females), while 6 held academic year (9 or 10 month) appointments (all males).

In last year's report it was noted that among the deans and directors, the "$60,000 salary barrier" had been broken for the first time. It was also recalled that the $50,000 figure had not been reached until 1979-80, while the $40,000 maximum had not been reached until 1975-76. In 1982-83, the salaries of two executive officers, one having a fiscal year and the other an academic appointment,

jumped past $70,000--the highest being $73,401 (fiscal year). It must be pointed out, however, that in both instances the individuals head Canadian schools where salaries tend to be higher, in part, at least, because of the exchange rate between the U.S. and Canadian dollar. Whereas 4 deans and directors commanded salaries last year of $60,000 or more, in 1982-83 that number is 10, of whom 4 head Canadian schools.

Some of the present writer's decanal colleagues have urged that Canadian salaries be discounted in this report by approximately 20 percent in order to achieve comparable rates. Others, however, have argued against such a change, pointing out that Canadian salaries are spent in Canada where all prices tend to be high and that to reduce Canadian salaries for reporting purposes would introduce a cost-of-living factor that could also be applied to salaries earned in such places as Los Angeles and New York City. Furthermore, if a change were introduced at this point in these statistical reports, comparability with tables in past reports would be difficult to achieve. It seems, therefore, that our best solution will be simply to call attention to this fluctuating exchange rate and, perhaps, to provide separate tables in some instances. Tables I-13a and I-13b provide salary figures on a regional basis.

The salaries for the 59 deans and directors having fiscal year salaries (including those who were acting and interim) ranged from a high of $73,401 to a low of $28,858. As noted above, this high salary is identified with a Canadian school, as is also the second highest ($66,720). The high salary for a dean or director among U.S. schools was $64,200.

The average salary for the 59 deans and directors with fiscal year appointments, including 9 who had acting or interim status on January 1, 1983, was $48,405 (median $48,000). If the 9 acting and interim deans and directors are removed, the average salary of those holding regular appointments moves up to $49,000 (median $48,296). If, in addition to the acting deans and directors, the heads of the Canadian schools are removed, the average salary on January 1, 1983, of the 44 heads of U.S. schools having regular fiscal-year appointments was $47,546 (median $47,550).

Of the 6 deans and directors receiving academic year salaries, the range was from a high of $72,500 to a low of $30,828. As noted earlier, the high salary was that of the head of a Canadian school. The highest for a U.S. dean or director with an academic year appointment was $40,239. The average for this group was $41,591 (median $36,033). If the Canadian salary is omitted, the average for the remaining 5 U.S. deans and directors, including one who had interim status, the average was $35,409 (median $34,045). If the Interim Chair in this group is also removed, the average salary of the remaining 4 was $36,554 (median $36,033).

Of the 59 deans and directors on January 1, 1983, who had fiscal year appointments, including those with acting and interim status, 42 were males and 17 were females. For the 42 males, the average salary was $50,509 (median $49,908). This represents an increase of $3,142 in the average salary for males, or 6.6 percent. The high salary among these males was $73,401 (a Canadian) while the low was $28,858. If 5 Canadian salaries were omitted from this group, the average for the 37 remaining U.S. males becomes $49,302.

For the 17 female deans and directors with fiscal year-appointments, the average salary on January 1, 1983, was $43,207 (median $44,016). Thus, the average salary of female deans and directors was $7,302 less than their male counterparts. In other words, the average female salary was only 85.6 percent of the average salary for males. Last year this average was 86.2 percent. Over the past 8 years, as can be computed from the following table, the average salary for female deans and directors has declined from 96.8 percent of that of their male counterparts in 1975-76 to the present 85.6 percent, a loss of over 11 percent.

(The number of deans and directors for whom salaries were reported to the present writer in each of the past 8 years are shown in parentheses in the following table.)

TABLE I-7c: Average Salary of Deans and Directors With Fiscal Year Appointments, 1976-1983

	1975-76 (55)	1976-77 (56)	1977-78 (54)	1978-79 (60)	1979-80 (58)	1980-81 (58)	1981-82 (61)	1982-83 (59)
Males & Females	$31,395	$33,261	$34,935	$36,975	$39,485	$42,628	$45,653	$48,405
Males only	31,644	33,494	35,156	37,306	40,713	43,799	47,367	50,509
Females only	30,273	32,407	34,074	35,499	35,234	37,622	40,830	43,207

For the 59 deans and directors with fiscal year appointments (including those with acting and interim appointments as well as the heads of the Canadian schools) there was a 6 percent increase over last year. Among those 6 individuals with academic year appointments, however, there was an improvement of 10.6 percent. These percentages tend to indicate the salary improvements made in the position, rather than by individual reward because of the constant change among the persons holding these positions.

There were 50 deans and directors who held the same executive post on January 1, 1983, as they had on January 1, 1982. A comparison of these fifty salaries between these two dates provides a slightly different perspective. For 5 of these 50 individuals, their salary rate was exactly the same in 1983 as it had been in 1982--it is believed that in each instance salaries had been frozen (at least for administrators) in the institutions of which they were a part. At the other extreme, at a Canadian school, there was a salary increase of $9,348 (14.8 percent). The highest increase for any dean or director in the U.S. was $5,609 (from $49,347 to $54,956) which amounted to 11.4 percent. For the entire 50 individuals in this group, including the 5 who received no increase, the average salary increased by $3,200, or 6.9 percent. If the Canadian schools are removed from this computation, however, the average improvement drops to 6.3 percent.

The following table gives the length of administrative service in their respective schools of the 57 deans and directors with regular appointments. (The 10 individuals with active or interim appointments have been omitted from among the 68 schools participating in this survey as has been Rhode Island whose dean is on leave.)

As can be seen, on January 1, 1983, 15 deans and directors had held their administrative posts for a decade or longer. This is 21.7 percent of the AALS member schools, or 36.8 percent of the 57 individuals holding regular appointments. In addition to the 12 schools (including Geneseo and Rhode Island) without regularly appointed executive officers on January 1, 1983, the deans and directors of 10 other schools had been in office for no longer than one year. This is a total of 22 deanships and directorships representing close to one-third of the AALS member schools (31.9 percent).

TABLE I-8: Year of Appointment of the Heads of 57 AALS Member Schools with Regular Appointments on January 1, 1983

Year	Number	Year	Number
1965	1	1975	4
1966	1	1976	2
1967	1	1977	4
1968	2	1978	3
1969	1	1979	5
1970	4	1980	5
1971	2	1981	6
1972	3	1982	9
1973	1	1983(Jan.1)	1
1974	2		

It has always been difficult in these reports to provide meaningful data regarding the full-time faculty who assist the executive officer in administering the library school. In most instances these faculty members have at least reduced teaching loads, but their administrative roles, as well as their rewards for this service, differ widely both in terms of academic rank and salary. As in earlier reports, this group of faculty are identified here as "associate (assistant, etc.) deans and directors." Only those who have faculty status as well as administrative roles are included.

Of the 68 AALS member schools reporting for 1982-83, 25 had full-time faculty serving as associate (assistant, etc.) deans and directors; 4 of these 25 schools had 2 faculty members with such appointments, for a total of 29 individuals. In 1981-82, 28 schools (out of a total of 69) had such posts, whereas in 1980-81 34 schools (out of 69) were in this category. In other words, whereas in 1980-81 slightly less than half of the schools had one or more associate (assistant, etc.) deans and directors, three years later, in 1982-83, that percentage had shrunk to just under 37 percent. It is apparent that the elimination of this post has been used as a means to economize in a number of schools.

Of the 29 associate (assistant, etc.) deans and directors in 1982-83, 6 were newly appointed to this post during the year under review. Four of these 6 individuals had already been members of their respective faculties when appointed. This follows the pattern established in earlier reports--faculty are not often recruited specifically to the position of an associate (assistant, etc.) dean or director.

It is logical to assume that there would be a correlation in terms of the size of the school and the need for an associate (assistant, etc.) dean or director. It is true that, of the 12 largest schools in terms of full-time faculty (a total of 14 or more), 9 (75 percent) reported having one, or in the case of 4 of these schools, 2 faculty members filling this role. On the other hand, of the 17 smallest schools (those having 7 or fewer full-time faculty, only 4 (23.5 percent) had associate (assistant, etc.) deans and directors.

It should be kept in mind that this portion of the AALS statistical report deals only with full-time faculty. A number of schools have individuals (support staff) other than full-time faculty who serve as administrative assistants to the dean or director.

TABLE I-9: Faculty Holding Administrative Titles, 1982-83, Among AALS Member Schools

Title & Rank	Number
Dean of Students	
Lecturer	1
Associate Dean	
Professor	7
Associate Professor	3
Assistant Professor	1
Lecturer	1
Assistant Dean	
Professor	2
Associate Professor	1
Assistant Professor	5
Acting Assistant Dean	
Associate Professor	1
Assistant to the Dean	
Instructor	1
Assistant Director	
Associate Professor	2
Assistant to the Director	
Assistant Professor	1
Executive Associate	
Associate Professor	1
Departmental Chair	
Associate Professor	1
Chairperson	
Associate Professor	1
Total:	29

Of the 29 associate (assistant, etc.) deans and directors, 17 (58.6 percent) were males while 12 (41.4 percent) were females. Whereas last year there had been a shift toward women in this group, this has been reversed and the division between the sexes is very nearly the same as it was 3 years ago. Compared to 6 years ago, however, the women have improved their representation--in 1977-78 there were exactly twice the number of males (24) than females (12) in the associate (assistant, etc.) deans and directors group.

Of the 29 individuals being considered here, 18 (11 males and 7 females) had fiscal year appointments, while 11 (6 males and 5 females) had academic year appointments.

For the 18 with fiscal year appointments, the high salary was $54,150 (a male professor) while the low was $22,517 (a female instructor). The average salary for the 11 males was $40,621 while for 6 females (the salary for one female was not provided) the average was $34,911. The average for the males and females combined was $38,606.

For the 11 associate (assistant, etc.) deans and directors holding academic year appointments (6 males and 5 females), the high salary was $34,500 (a female professor) while the low was $25,000 (a female assistant professor). The average salary for the 6 males was $31,587; for the 5 females the average was $29,098. For the 11 males and females combined the average was $30,453.

Because the salaries of full-time faculty who serve as associate (assistant, etc.) deans and directors are usually determined to a greater degree by their academic rank than by their administrative titles and responsibilities, and because most have substantial teaching responsibilities, the above computations do not have great significance. As in the writer's earlier reports, in the tables that follow these individuals will be counted within their respective academic ranks.

In 31 of the 68 AALS member schools reporting, new full-time faculty were appointed between January 2, 1982, and January 1, 1983, exclusive of deans and directors. In 8 of these 31 schools, 2 new faculty members were added and in 3 others 3 new faculty members were added, for a total of 44 new appointments among the 68 schools. This compares with 55 such appointments last year among 69 schools. As noted earlier, in 1982-83 there were 4 new deans and directors appointed (including two acting or interim) from without their school's own faculty for a total of 48.

The following table provides a basis for comparing the annual number of new faculty appointments over the past 8 years. In earlier reports, this table has included deans and directors, including those with acting or interim status, even when appointed from within their own faculties. The marked increase of acting or interim deans and directors tends to skew the figures, however, so for this table the numbers have been recalculated over past years, as well as in 1982-83, to <u>exclude</u> all deans and directors.

TABLE I-10: Ratio of New Faculty Appointments to Total Faculty, Exclusive of Deans and Directors, 1976-1983

Year	Number of Schools	Total Full-time Faculty	New Appointments	Percent of New Appointments
1975-76	62	636	51	8.0
1976-77	64	643	44	6.8
1977-78	64	620	59	9.5
1978-79	67	648	52	8.0
1979-80	67	647	50	7.7
1980-81	69	653	48	7.4
1981-82	69	637	55	8.6
1982-83	68	613	47	7.7

As can be seen from the above table, the average annual percentage of new full-time faculty in relationship to total full-time faculty strength in AALS member schools is 8 percent.

The following table shows the sex of the 44 new faculty members appointed to the various faculty ranks between January 2, 1982, and January 1, 1983.

TABLE I-11: Rank & Sex of 44 New Faculty, Exclusive of Deans and Directors, Appointed Between January 2, 1982, and January 1, 1983, in 31 AALS Member Schools

Rank	Males	Females	Total
Professor	2		2
Associate Professor	5	1	6
*Assistant Professor	11	18	29
Instructor	1	1	2
Lecturer	2	3	5
Total:	21	23	44

*Includes 2 Visiting Assistant Professors

Both of the 2 professors appointed in 1982-83 were for the academic year in U.S. schools; their average salary was $30,919. Both hold earned doctorates; neither was given immediate tenure. Both were white. The age category for one was 50-54; for the other, 60-64.

All 6 of the new associate professors received academic year appointments in U.S. schools; their average salary was $26,515 (from a high of $31,896 to a low of $23,323). Only one (the female) among the 6 received immediate tenure. Three of the 6 held earned doctorates; all 6 were white. Their age categories were: one from 35 to 39; 2 from 40 to 44; one from 50 to 54; one from 55 to 59; and one from 65 to 69.

Last year, 12 new appointments were made at the associate professor level. Eleven of these were for the academic year with an average salary of $28,515. There was thus a loss of $2,000 in the average beginning salary for the 6 new appointees in 1982-83.

Because the most common rank at which new faculty members are appointed is that of assistant professor, the salaries paid this group, along with other characteristics, are always of particular interest. There were 29 new assistant professors appointed in 1982-83, exactly the same number as in 1981-82 and only one fewer than in 1980-81. Of these 29 new appointees in 1982-83, there were 11 males (37.9 percent) and 18 females (62.1 percent). The ratio between men and women tilted slightly more favorably toward women this year--in 1981-82 there were 13 males and 16 females. Two years ago, however, women did even better--in 1980-81 there were only 10 new male assistant professors compared to 20 new females.

Among the 29 new assistant professors, 19 had completed their doctorates by January 1, 1983, 9 males and 10 females, i.e., 82 percent of the males but only 56 percent of the females. Not surprisingly, no one, male or female, was given immediate tenure. By discipline, the 19 new assistant professors with earned doctorates fell into the following:

Library Science	9
Library Science/Information Science	1
Computer Science	2
Education	2
Educational Media	1
History/American Studies	1
Information Management	1
Information Transfer	1
Psychology	1
Total:	19

Of the 10 lacking the doctorate (most of whom were probably doctoral candidates), all held at least a master's degree; three held two master's degrees, as follows:

Master's in Library Science and Master's in History	2
Master's in Library Science and Master's in Chemistry	1
Master's in Library Science	4
Master's in Information Science	2
Master's in the Classics	1
Total:	10

Of the 29 new assistant professors in 1982-83, 6 were in Canadian schools with 23 in U.S. schools. Of the 23 in U.S. schools, 21 were white and 2 were black.

Age categories were provided for all 29 new assistant professors, as follows:

45-49	5*
40-44	3
35-39	14*
30-34	5
24-29	2
Total:	29

*Includes a visiting assistant professor

Of the 29 new assistant professors in 1982-83, 22 (8 males and 14 females), received academic year appointments, with salaries ranging from a high of $29,000 to a low of $17,000. The average salary for this group (which included one Canadian appointment) was $22,233 (median $22,300). (If the one Canadian salary is omitted, the average of the remaining 21 U.S. salaries would be $22,102.)

The average salary for the 8 males appointed to the rank of assistant professor (all in U.S. schools) in 1982-83 was $23,335 (median $22,800). For the 14 females appointed as assistant professors, the average salary was $21,604 (median $21,597). (If the one Canadian salary is omitted, the average becomes $21,342 for the remaining 13 females appointed in U.S. schools.) This is a difference favoring the males of $1,993, a much wider gap than last year when males were favored by only $584. Noting that a larger percentage of the males (82 percent) had completed their doctorates than the females (56 percent), one might conjecture that this could account for the disparity. When one compares the salaries of the 9 females appointed to U.S. schools who had completed their doctorates with the 7 males in the same category, however, it is discovered that the disparity is greater rather than less. For these 9 females the average was $21,717 while for the 7 males it was $23,812, a difference of $2,095. Whereas only one of the 7 males was 40 or over, 7 of the 9 females had passed their 40th birthday.

The following table shows the average beginning salaries for assistant professors with academic year appointments during the past 7 years. During those 7 years, women have out-distanced their male colleagues' average salary only in 1978-79 and 1979-80. In the total number of such appointments (162), women have accounted for 95 (58.6 percent) while men have accounted for 67 (41.4 percent). For the total group, there has been an improvement in the average beginning salary of $7,131, or 40.4 percent in this 7-year period (1976-77 to 1982-83). For males there has been an average increase of $7,759, or 49.8 percent; for females there has been an average increase of $6,897, or 46.9 percent. Note that Canadian appointments are included here.

TABLE I-11a: New Assistant Professors--Academic Year Appointments, 1977-1983

Year	Total Number	Average for Males	Average for Females	Average for All	Percentage of Increase
1976-77	22	$15,576 (10)	$14,707 (12)	$15,102	
1977-78	23	15,386 (10)	14,907 (13)	15,115	.09
1978-79	30	16,188 (16)	17,241 (14)	16,679	10.35
1979-80	18	17,065 (6)	17,445 (12)	17,319	3.84
1980-81	25	19,928 (8)	18,777 (17)	19,146	10.55
1981-82	22	20,854 (9)	20,270 (13)	20,509	7.12
1982-83	22	23,335 (8)	21,604 (14)	22,233	8.4
Total:	162	67	95		40.35

There were 7 new fiscal-year appointments at the assistant professor level during 1982-83, 3 males and 4 females (two of whom had "visiting" status). Five of the 7 were in Canadian schools. The average salary for these 7 was $27,951 (median $28,521). The high was $35,400 while the low was $21,556. Because the number of new assistant professors appointed for the fiscal year has always been

small and because they have frequently been appointed in Canadian schools, a tabulation by sex and salary comparisons over several years has not been attempted. During the past 7 years, it may be noted, however, that 33 such appointments have been made by schools reporting these data. When added to 162 assistant professors appointed for the academic year during these past 7 years, we have a grand total of 195.

The actual distribution of salaries of the 29 new assistant professors in 1982-83 is shown in the following table. Canadian salaries have been identified.

TABLE I-12: Distribution of Salaries for 29 New Assistant Professors, 1982-83

Appointment	Salary	Sex	
Fiscal year:	$35,400	Female	Canadian
	32,000	Male	
	28,800	Male	Canadian
	28,521	Female	Canadian
	24,783	Male	
	24,594	Female	Canadian
	21,556	Female	Canadian
Academic year:	29,000	Male	
	28,500	Male	
	26,500	Female	
	25,000	Female	Canadian
	24,234	Female	
	24,120	Female	
	24,000	Female	
	23,500	Male	
	(2) 23,000	1 Male, 1 Female	
	22,600	Male	
	22,000	Female	
	21,597	Female	
	20,082	Male	
	(4) 20,000	2 Males, 2 Females	
	19,000	Female	
	(2) 18,000	2 Females	
	17,000	Female	

There were 8 full-time instructors among 68 AALS member schools, just half the number as last year. Of these 8 instructors, 2 were appointed in 1982-83, one male and one female. No salary was reported for the male; that for the female was $19,000. Neither of these individuals held an earned doctorate but both had a master's degree in library science.

From these numbers, it is apparent that the rank of instructor is not gaining in popularity.

There were 5 new appointments at the rank of lecturer (2 males and 3 females) between January 2, 1982, and January 1, 1983. The 3 who were given academic year appointments received salaries from a high of $23,000 to a low of $17,578 for an average of $20,193 (median $20,000). The average of the two

fiscal year salaries was $26,563. One of the five new lecturers had an earned doctorate; one held both a master's degree in library science and in music; 2 others held master's degrees in library science, while one held the MBA degree. As has been noted in previous reports, the use of the title lecturer varies greatly among library schools.

The following table enables one to compare 1982-83 average and median salaries at each rank with those of a year earlier (1981-82). In both years, salary figures were withheld by two schools, Brigham Young and Chicago. A school that reported last year failed to do so this year, however (i.e., Geneseo), while Emporia moved to the AALS associate member category and North Carolina at Greensboro moved from associate to full membership. A total of 662 faculty salaries (including those for deans and directors) were reported for 1982-83; in 1981-82 this total was 687. Seven schools reported no salary improvements in 1982-83.

TABLE I-13: Faculty Salaries, 66 AALS Member Schools, 1981-82 and 1982-83

Rank & Term of Appointment	1981-82 Average	1981-82 Median	1982-83 Average	1982-83 Median
Deans & Directors (fiscal year)	$45,653	$44,500	$48,405	$48,000
Deans & Directors (academic year)	37,617	32,854	41,591	36,033
Professors (fiscal year)	43,688	43,568	48,744	49,220
Professors (academic year)	34,364	33,854	37,332	36,154
Assoc. Profs. (fiscal year)	37,195	36,262	39,098	36,068
Assoc. Profs. (academic year)	27,058	26,400	29,148	28,550
Asst. Profs. (fiscal year)	29,909	28,157	32,259	30,661
Asst. Profs. (academic year)	22,041	21,501	23,588	22,886
Instructors (fiscal year)	20,000	20,000	23,048	23,048
Instructors (academic year)	18,383	18,630	19,820	19,950
Lecturers (fiscal year)	25,843	21,500	32,382	30,000
Lecturers (academic year)	25,386	25,761	25,435	23,000

The average and median salaries shown above in Table I-13 have been based on all salaries reported without regard to region. Furthermore, no attempt has been made to equate the Canadian dollar with that of the U.S. Since Canadian university salaries are considerably higher than those in the U.S., and there are geographical differences in the U.S. as well, Table I-13a is provided below. The regions used are those chosen by the ALA's Committee on Accreditation in its semi-annual listing of accredited programs, even though this results in uneven numerical groupings. Again, Brigham Young, Chicago, and Geneseo are not included. The number of faculty salaries included is shown in each category in parentheses.

Northeast: Albany, Buffalo, Catholic, Clarion, Columbia, Drexel, Long Island, Maryland, Pittsburgh, Pratt, Queens, Rhode Island, Rutgers, St. John's, Simmons, Southern Connecticut, and Syracuse.
(17 schools)

Southeast: Alabama, Atlanta, Emory, Florida State, Kentucky, Mississippi, North Carolina, North Carolina Central, North Carolina at Greensboro, Peabody, South Carolina, South Florida, Southern Mississippi, and Tennessee.
(14 schools)

Midwest: Ball State, Case Western Reserve, Illinois, Indiana, Iowa, Kent State, Michigan, Minnesota, Missouri, Northern Illinois, Rosary, Wayne State, Western Michigan, Wisconsin-Madison, and Wisconsin-Milwaukee.
(15 schools)

Southwest: Arizona, Louisiana State, North Texas, Oklahoma, Texas, and Texas Woman's.
(6 schools)

West: California-Berkeley, California-Los Angeles, Denver, Hawaii, San Jose, Southern California, and Washington.
(7 schools)

Canada: Alberta, British Columbia, Dalhousie, McGill, Montreal, Toronto, and Western Ontario.
(7 schools)

TABLE I-13a: Average Salary for Faculty of 66 AALS Member Schools Divided by Region, 1982-83:

Fiscal Year Average Salaries

Region	Deans & Directors	Professors	Assoc.Profs.	Asst.Profs.
Northeast	(15) $48,152	(14) $44,684	(9) $34,273	(7) $29,096
Southeast	(12) 43,675	-	(1) 43,524	(1) 30,200
Midwest	(13) 45,651	(4) 46,783	(2) 35,613	(3) 29,274
Southwest	(6) 48,973	(2) 44,618	-	(1) 24,783
West	(7) 51,600	(1) 41,265	(4) 29,643	-
Canada	(6) 60,170	(14) 54,487	(16) 44,334	(15) 34,968

Academic Year Average Salaries

Region	Deans & Directors	Professors	Assoc.Profs.	Asst.Profs.
Northeast	(1) $40,239	(46) $37,698	(55) $29,176	(44) $23,374
Southeast	(2) 35,966	(28) 35,800	(41) 27,131	(40) 21,419
Midwest	(2) 32,437	(29) 35,943	(39) 27,698	(37) 23,204
Southwest	-	(18) 36,658	(21) 30,327	(10) 23,934
West	-	(12) 37,392	(19) 28,699	(19) 24,657
Canada	(1) 72,500	(5) 52,876	(10) 41,299	(8) 31,457

The following table shows the considerable difference between average salaries in library schools in the U.S. and those of Canada. It must be kept in mind, however, that the current difference in the exchange rate between the U.S. and the Canadian dollar is about 20 percent.

TABLE I-13b: Average Salaries Among 59 Library Schools in the U.S. Compared to Average Salaries Among 7 Library Schools in Canada, 1982-83

Fiscal Year

	Deans & Directors	Professors	Assoc.Profs.	Asst.Profs.
United States	(53) $47,073	(21) $44,915	(16) $33,861	(12) $28,873
Canada	(6) 60,170	(14) 54,487	(16) 44,334	(15) 34,968

Academic Year

	Deans & Directors	Professors	Assoc.Profs.	Asst.Profs.
United States	(5) $35,409	(133) $36,748	(175) $28,454	(150) $23,011
Canada	(1) 72,500	(5) 52,876	(10) 41,299	(8) 31,457

Improvements in the average faculty salary in 1982-83 over 1981-82 at each rank are shown in the following table. It should be kept in mind, however, that promotions, resignations, retirements, and new appointments in 1982-83 result in a somewhat different group of people being compared for these two years. Because actual names of faculty members are not provided by the schools, the writer cannot separate the continuing faculty in a given rank from those entering that rank. Furthermore, Emporia State and Geneseo were represented in 1981-82 but are not included in 1982-83, while North Carolina at Greensboro has been added. Salaries for faculty members at Brigham Young and Chicago were provided in neither 1981-82 nor 1982-83.

TABLE I-14: Improvement in Average Salaries for Faculty in AALS Member Schools Between 1981-82 and 1982-83

Rank	Number in 1981-82	Number in 1982-83	Improvement in average salary	Percentage of average improvement
Deans & Directors (fiscal yr.)	61	59	2,752	6.0
Deans & Directors (acad. yr.)	6	6	3,974	10.6
Professors (fiscal year)	36	35	5,056	11.6
Professors (academic year)	140	138	2,968	8.6
Assoc.Profs. (fiscal year)	32	32	1,903	5.1
Assoc.Profs. (academic year)	191	185	2,090	7.7
Asst.Profs. (fiscal year)	24	27	2,350	7.9
Asst.Profs. (academic year)	166	158	1,547	7.0
Instructors (fiscal year)	2	2	3,048	15.2
Instructors (academic year)	14	6	1,437	7.8
Lecturers (fiscal year)	4	3	6,539	25.3
Lecturers (academic year)	11	11	49	.2
Total:	687	662		

In reading the following table, one should keep in mind that the small number of faculty holding the instructor and lecturer rank, and the small number of deans and directors holding an academic year appointment, detract from the significance of those particular percentages.

TABLE I-14a: Percentage of Salary Improvement by Rank, Among AALS Member Schools Over 5 Years, 1978-79 to 1982-83

	1978-79	1979-80	1980-81	1981-82	1982-83	Total
Deans & Directors (fiscal yr.)	5.8	6.8	8.0	7.1	6.0	33.7
Deans & Directors (acad. yr.)	3.4	6.2	.6	29.7	10.6	50.5
Professors (fiscal year)	4.4	4.5	9.5	9.9	11.6	39.9
Professors (academic year)	7.0	5.1	8.4	8.6	8.6	37.7
Assoc.Profs. (fiscal year)	5.8	5.6	5.6	15.3	5.1	37.4
Assoc.Profs. (academic year)	7.5	6.5	7.4	9.6	7.7	38.7
Asst.Profs. (fiscal year)	3.5	11.2	9.8	15.7	7.9	48.1
Asst.Profs. (academic year)	5.3	5.8	7.5	7.6	7.0	33.2
Instructors (fiscal year)	3.8	-	20.6	11.1	15.2	50.7
Instructors (academic year)	3.9	9.7	8.9	8.0	7.8	38.3
Lecturers (fiscal year)	16.7	7.1	7.3	13.9	25.3	70.3
Lecturers (academic year)	5.3	13.7	16.4	1.8	.2	37.4

The following table enables one to compare the average salaries in each faculty rank for males and females. As noted above, salaries for three AALS member schools were not reported: Brigham Young, Chicago, and Geneseo. As is seen in the following table, in the principal faculty ranks the average salary for males exceeds that for females with one exception--the 11 female associate professors with fiscal year appointments were $3,418 better off than their 21 male colleagues. At the professor level, the average salary of the 43 females with academic year appointments was 96.3 percent that of the average of their 95 male counterparts. The 71 female associate professors' average academic year salary was 98.7 percent of the average salary of 114 males with the same appointment. There was but $116 difference in the average salary of 95 female assistant professors compared to that of 63 males--thus 99.5 percent.

TABLE I-15: Male and Female Faculty Salaries in 66 AALS Member Schools on January 1, 1983

Fiscal Year Appointments, 1982-83

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Directors	42	$50,509	17	$43,207
Professors	23	48,910	12	48,424
Assoc. Profs.	21	37,923	11	41,341

TABLE I-15: Male and Female Faculty Salaries in 66 AALS Member Schools on January 1, 1983 (continued)

Fiscal Year Appointments, 1982-83 (continued)

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Asst. Profs.	13	33,847	14	30,785
Instructors	0	-	2	23,048
Lecturers	1	30,000	2	33,574
Total:	100		58	

Academic Year Appointments, 1982-83

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Directors	6	$41,591	0	-
Professors	95	37,771	43	$36,361
Assoc. Profs.	114	29,291	71	28,919
Asst. Profs.	63	23,508	95	23,392
Instructors	0	-	6	19,820
Lecturers	4	22,504	7	27,110
Total:	282		222	

The library schools in the United States were again asked to provide ethnic data for their full-time faculty. Of the 61 U.S. schools responding, only Chicago declined to provide this information. As shown in the following table, the ethnic background is known for 595 faculty members compared to 617 last year and 636 in 1980-81. The U.S. schools represented are the same as in 1981-82 except for the omission of Emporia State and Geneseo and the addition of North Carolina at Greensboro.

Of these 595 faculty members, 52 represented minority groups as defined by the U.S. Department of Labor (American Indians, Asian and Pacific Islanders, Blacks, and Hispanics). These 52 minorities constituted 8.7 percent of the full-time faculty, a slight decline from the count on January 1, 1982 (8.8 percent). In 1981 the percentage was 9.9 and in 1980 it was 9.4. Among the 52 minorities this year, there was only one American Indian, whereas there were two last year. The number of Asians and Pacific Islanders declined from 15 last year to 13 this year, whereas the number of Blacks and Hispanics was exactly the same.

Table I-16 in last year's report provided age categories for new faculty appointed in 1981-82. This table has been omitted from this year's report. That information has been provided in the final three paragraphs on page F-15.

TABLE I-17: Ethnic Background of 595 Full-time Faculty in 60 AALS Member Schools in the U.S., January 1, 1983

Rank	American Indian	Asian or Pacific Islander	Black	Hispanic	White	Total
*Deans & Directors	0	1	4	0	54	59
Professors	0	3	5	2	146	156
Assoc. Profs.	1	7	5	2	179	194
Asst. Profs.	0	2	13	3	145	163
Instructors	0	0	0	2	6	8
Lecturers	0	0	2	0	13	15
Total:	1	13	29	9	543	595

*One dean on leave without salary to teach in another library school is counted as a professor, not as a dean.

The table that follows provides age category data for the full-time faculty in all AALS member schools except Chicago and Geneseo. During the four years that information on age has been collected, there has been a noticeable "graying" of the faculty. On January 1, 1980, 26.8 percent of the faculty were reported as 55 or older. By 1983, this percentage had increased to 32.4 percent. Last year only 18 (2.6 percent) faculty members (among a total of 695) were reported as between 65 and 69. This year a total of 30 (among a total of 669) (4.5 percent) were reported in this age group. At the other extreme, those 30 and younger numbered 50 a year ago (7.2 percent), whereas on January 1, 1983, there were only 37 (5.5 percent).

TABLE I-18: Age Categories of Full-time Faculty on January 1, 1983, in 67 AALS Member Schools

Rank	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	Total
Deans & Directors	4	11	17	12	13	7	1	1		66
Professors	20	31	41	44	25	14				175
Assoc. Profs.	6	18	38	40	42	45	28	3		220
Asst. Profs.		7	20	14	28	29	60	25	3	186
Instructors				1			3	4		8
Lecturers		2	2	4	1	2	2	1		14
Total:	30	69	118	115	109	97	94	34	3	669
Percentage of Total:	4.5	10.3	17.6	17.2	16.3	14.5	14.1	5.1	.4	100

Each of the 68 AALS member schools reporting this year responded to the request for the date of initial appointment to its full-time faculty of each current faculty member. In Table I-19, the date shown represents that initial appointment year for each of the 680 faculty members employed on January 1, 1983. (The 5 shown as "1983" were appointed to their posts effective January 1, 1983.)

As seen in this table, 3 individuals (2 males and 1 female) joined the faculty of the school where they are currently teaching as early as the 1940's. Eleven (7 males and 4 females) date back to the 1950's. Thus, only 2 percent of the current faculty went to their respective schools prior to 1960. Those dating back to the 1960's number 188, 27.6 percent (124 males and 64 females), while those appointed in the 1970's total 340, exactly half of the total (198 males and 142 females). Slightly over one-fifth (20.3 percent) have been appointed during the current decade, the 1980's. It is only in this latter group that women outnumber men: 74 females and 64 males for a total of 138.

TABLE I-19: Year of Initial Appointment of Full-time Faculty at Their Present AALS Member School

	Deans and Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1946			1										1	
1947														
1948			1										1	
1949						1								1
1950														
1951					1								1	
1952														
1953	1												1	
1954														
1955														
1956			2										2	
1957														
1958			1					1					1	1
1959			2	1		2							2	3
1960	1		1	1								1	2	2
1961		1	2	2	1								3	3
1962		1	2	3	1	2		2				1	3	9
1963			5	2	1		1	1					7	3
1964	1		1	2	4	1							6	3
1965	2		9	5	3	2							14	7
1966	1		7	7	4		1	1					13	8
1967	2	1	11	2	6	2	3					1	22	6
1968	4	1	8	2	7	4	2	3					21	10
1969	3		20	6	8	5	1	2			1		33	13
1970	3	2	12	2	11	5		2	1				26	12
1971	3	1	9	7	9	1	1	2				1	22	12
1972	3	1	5	1	12	6	2	3					22	11
1973	3	1	2	3	8	8		4			1		14	16
1974	2	1	5		11	9	2					1	20	11
1975	5		3	2	6	9	3	4					17	15

TABLE I-19: Year of Initial Appointment of Full-time Faculty at Their Present AALS Member School (continued)

	Deans and Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1976	1	1	4	1	8	5	6	1					19	8
1977	2	1	2	3	12	6	8	9					24	19
1978	2	1	1	1	3	6	11	12		2			17	22
1979	3	1	1	1	5	1	7	12		1	1		17	16
1980	3		2		5	2	6	16		1			16	19
1981	3	2	3	1	7	5	12	15		3		2	25	28
1982	1	1	2		4	3	11	18	1	1	1	2	20	25
1983	1				1			1			1	1	3	2
Total	50	17	124	55	138	85	77	109	1	9	5	10	395	285

In the following table, the year is given for the appointment or promotion of each of the 680 faculty to his/her present academic rank in the library school where he/she holds a full-time post. In this listing, deans and directors have been distributed according to their faculty titles.

TABLE I-20: Year of Appointment or Promotion of Full-time Faculty to Their Present Rank in Their Respective Schools

	Professors		Associate Professors		Assistant Professors		Instructors		Lecturers		Total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
1948	1										1		1
1958						1						1	1
1959													
1960													
1961	1										1		1
1962			1			1					1	1	2
1963	4										4		4
1964													
1965	5		1	1							6	1	7
1966	5		2	1	1						8	1	9
1967	6	2	8	1	2					1	16	4	20
1968	7	2	3		2	3					12	5	17
1969	10	1	1	3	1				1		13	4	17
1970	11	6	2	4	1	2					14	12	26
1971	6	2	3	1	1	2					10	5	15
1972	10	2	7	1	2	1					19	4	23
1973	6	3	5	7		4			1		12	14	26
1974	6	3	5	5	2	2				1	13	11	24
1975	16	5	10		1	5					27	10	37
1976	15	4	10	5	4	3		1			29	13	42
1977	13	8	14	7	7	8				2	34	25	59
1978	8	4	17	15	15	12		1			40	32	72

TABLE I-20: Year of Appointment or Promotion of Full-time Faculty to Their Present Rank in Their Respective Schools (continued)

	Professors		Associate Professors		Assistant Professors		Instructors		Lecturers		Total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
1979	5	10	13	9	10	12		1	1		29	32	61
1980	11	4	11	12	6	17		2		1	28	36	64
1981	13	8	18	9	11	17		3		3	42	40	82
1982	5	3	14	9	12	18	1	1	1	1	33	32	65
1983	1	—	1	—	—	1	—	—	1	1	3	2	5
Total	165	67	146	90	78	109	1	9	5	10	395	285	680

Among the 680 full-time faculty in the 68 AALS member schools participating in the 1982-83 study, there were 23 promotions within the professorial ranks. (New faculty appointed in 1982-83 have not been included.) This represents 3.4 percent of the total full-time faculty (680). Last year there were 31 promotions which represented 4.4 percent among a total of 706 full-time faculty. As the following table suggests, the rate of promotion has declined significantly over the past 5 years. It is also interesting to note in the following table that the number of males promoted in both 1981-82 and 1982-83 exceeded the number of females, while in the three prior years the reverse was true. Over the 5-year period, a total of 83 males have been promoted while 84 females have been promoted.

TABLE I-21: Faculty Promotions in 68 AALS Member Schools, 1978-1983

Rank to Which Promoted	1978-79		1979-80		1980-81		1981-82		1982-83	
	M	F	M	F	M	F	M	F	M	F
Professor	4	5	6	11	8	4	10	2	2	2
Assoc. Prof.	7	8	12	11	6	14	9	6	10	7
Asst. Prof.	1	3	6	3	1	3	0	4	1	1
Total:	12	16	24	25	15	21	19	12	13	10

The pattern of length of service prior to promotion is of interest, especially to young people just entering a career in library education. Unfortunately, our data do not provide information on the number of years in a prior rank, but they do reveal the number of years that have passed since the initial appointment to full-time status in their respective schools of the 23 faculty members promoted in 1982-83, as shown below. What is not known, of course, is the degree to which service in another institution may have been counted in judging ripeness for promotion of some of these individuals.

TABLE I-21a: Number of Years as a Full-time Faculty Member in Their Respective Schools of the 23 Individuals Promoted in 1982-83

	Number of Individuals		Number of Years
	Male	Female	
Professors		1	21
		1	17
	1		11
	1		6
Associate Professors	1		11
	1		10
		1	9
	3	1	8
	1	2	7
	1	2	6
	1	1	5
	1		4
	1		1
Assistant Professors	1	1	1

TABLE I-22: Earned Doctorates Held by Faculty in 68 AALS Member Schools, January 1, 1983

	Total Number	Number with Earned Doctorate	Doctorate in Library Science, Including Information Science	Doctorate Outside Library and Information Science	Percentage with Earned Doctorate
Male Deans & Directors	50	47	32	15	94
Female " "	17	17	13	4	100
Total	67*	64	45	19	95.5
Male Professors	124	108	61	47	87.1
Female "	55	42	29	13	76.4
Total	179	150	90	60	83.8
Male Assoc.Profs.	138	108	76	32	78.3
Female " "	85	61	41	20	71.8
Total	223	169	117	52	75.8
Male Asst.Profs.	77	57	36	21	74
Female " "	109	68	49	19	62.4
Total	186	125	85	40	67.2
Male Instructors	1	0	0	0	-
Female "	9	0	0	0	-
Total	10	0	0	0	-

*One male dean has been omitted because on January 1, 1983, he was on leave without salary to teach in another library school where he has been included as a professor.

TABLE I-22: Earned Doctorates Held by Faculty in 68 AALS Member Schools, January 1, 1983 (continued)

	Total Number	Number with Earned Doctorate	Doctorate in Library Science, Including Information Science	Doctorate Outside Library and Information Science	Percentage with Earned Doctorate
Male Lecturers	5	0	0	0	-
Female "	10	3	1	2	30
Total	15	3	1	2	20
Total males	395	320	205	115	81
Total females	285	191	133	58	67
Total	680	511	338	173	75.1

Data on the number of faculty with earned doctorates have been collected since 1977. The following table shows the steady growth of this percentage over these 7 years--an overall increase of over 13 percent. The rate of increase of females exceeded that of males by 4.4 percent, but the distance between the sexes remains quite marked, with 81 percent of the male faculty having completed doctorates vs. 67 percent of the females, a difference of 14 percentage points.

TABLE I-22a: Percentage of Full-time Faculty in 68 AALS Member Schools With Earned Doctorates, 1977-1983

Year	Percentage of Males with Earned Doctorates	Percentage of Females with Earned Doctorates	Percentage of Total Faculty with Earned Doctorates
1977	69.3	50.9	61.8
1978	73.6	53	65.2
1979	75.4	55.4	67
1980	76.7	56.8	68.5
1981	77.1	61.3	70.8
1982	78.1	63	71.5
1983	81	67	75.1

The following table provides a listing of the disciplines other than library and information science in which 173 faculty members held doctorates on January 1, 1983. While deans were asked to be precise in identifying these disciplines as they completed the questionnaire, it is apparent that these instructions were given varying interpretation, especially in the area of education. The 21 doctorates given simply as "Education" could doubtless be given more precise subdivisions of the field had the individuals themselves responded.

As in earlier years, it should be noted that of the 173 doctorates held outside library and information science, a very large percentage fall in the general area of education, 43.4 percent to be exact. The humanities constitute the next largest group.

TABLE I-23: Earned Doctorates Outside Library and/or Information Science Held by 173 Full-time Faculty in 68 AALS Member Schools on January 1, 1983

Education	21
Education--Research	1
Education and Library Science	2
Instructional Technology (including Instructional Development, Instructional Media, Educational Communication, and Media Ecology)	22
Elementary Education	1
Education--Reading	1
Education--Curriculum, Instruction, Administration	7
Educational Leadership	1
Urban Education	1
Adult Education	3
Higher Education	12
International Education	1
Creative Arts Education	1
Education and History	1
Communication and/or Speech	10
Information Management	1
Information Transfer	1
Automation/Documentation	1
Management	2
Operations Research	1
Public Administration and/or Government	3
Political Science	2
Urban Planning	1
Sociology	2
History	10
American History	1
History and American Studies	1
American Studies	1
Humanities	1
English Language and/or Literature	11
Romance Languages and/or Literature	2
Spanish Language and/or Literature	2
Folklore and Literature	1
Classics	1
Latin	1
Linguistics	1
Religion	1
Philosophy	6
Logic/Methodology	1
Law	2
Psychology	8
Musicology	2
Music History	1
Art History	1
Engineering	1

TABLE I-23: Earned Doctorates Outside Library and/or Information Science Held by 173 Full-time Faculty in 68 AALS Member Schools on January 1, 1983 (continued)

Electrical Engineering	1
Industrial Engineering	1
Computer Science	3
Mathematics	2
History of Science and Medicine	1
Physics	4
Biophysics	1
Chemistry	4
Zoology	1

While three-quarters of the full-time faculty teaching in 68 AALS member schools had completed doctoral degrees prior to January 1, 1983, the percentage of faculty within individual schools holding the doctorate varied considerably, from a low of 20 percent to a high of 100 percent in 6 schools. In 7 schools, fewer than half of the faculty held doctorates, the same number as last year.

TABLE I-24: Percentage of Faculty Having Doctorates in 68 AALS Member Schools on January 1, 1983

Percentage	Number of Schools
100	6
95-99	-
90-94	8
85-89	9
80-84	9
75-79	8
70-74	6
65-69	4
60-64	5
55-59	2
50-54	4
45-49	-
40-44	5
35-39	-
30-34	-
25-29	-
20-24	2
Total:	68

Of the 680 full-time faculty in the 68 AALS member schools under review, 451 (66.3 percent) were reported as having tenure on January 1, 1983. (Those with "security of appointment" have been included in this number.) Information on tenure has been collected since 1977, during which time there has been a gradual increase in the percentage of tenured faculty until last year when there was a decline from 66.3 in 1981 to 65 percent in 1982. This year the percentage stands exactly where it did in 1981--66.3. The following table gives this percentage over the past 7 years.

TABLE I-25: Percentages of Tenured Faculty Among AALS Member Schools, 1977-83

Year	Percentage of Tenured Faculty
1976-77	58.4
1977-78	60
1978-79	62.1
1979-80	64.8
1980-81	66.3
1981-82	65
1982-83	66.3

Six schools reported having all-tenured faculties--last year there were 4. The lowest percentage was 11--this was a school with one tenured faculty member out of a total of 9. The following table shows the variation among the 68 schools included.

TABLE I-26: Percentage of Tenured Faculty Among 68 AALS Member Schools, January 1, 1983

Percentage of Tenured Faculty	Number of Schools
100	6
95 to 99	-
90 to 94	-
85 to 89	5
80 to 84	4
75 to 79	5
70 to 74	10
65 to 69	7
60 to 64	9
55 to 59	5
50 to 54	6
45 to 49	2
40 to 44	4
35 to 39	1
30 to 34	1
25 to 29	-
20 to 24	1
15 to 19	1
10 to 14	1
Total:	68

The following table shows tenure status by rank and sex of the 680 faculty members included in this study. It should be understood, of course, that deans and directors shown with tenure enjoy that tenure as faculty members, not as their schools' executive officers. It can be seen that a considerably larger percentage of the males have tenure (72.9 percent) than do the females (52.2 percent), but it must be kept in mind that there is a much higher proportion of males in the two faculty ranks generally associated with tenure (professor and associate professor) than among the assistant professors, instructors, and lecturers.

TABLE I-26a: Tenure Status by Rank and Sex Among 68 AALS Member Schools on January 1, 1983

	With Tenure			Without Tenure		
	Males	Females	Total	Males	Females	Total
*Deans & Directors	45	15	60	5	2	7
Professors	118	55	173	6	0	6
Associate Profs.	110	71	181	28	14	42
Assistant Profs.	15	18	33	62	91	153
Instructors	0	1	1	1	8	9
Lecturers	0	3	3	5	7	12
Totals:	288	163	451	107	122	229

*Not included is one male dean with tenure who was on leave to teach in another AALS member school in 1982-83.

In last year's report, as had been done in the report for 1978-79, tables were provided showing regional differences in faculty size and sex (Tables I-26b and I-26c). It has not been considered necessary to provide these particular data each year and will not be repeated here. Last year's Table I-26d, showing regional differences in average salaries, has been shifted to follow Table I-13.

In the table that follows, the 662 individual faculty salaries (including those for 65 deans and directors) reported by the AALS member schools (all except Brigham Young, Chicago, and Geneseo) are distributed by rank in $500 blocks. The salaries for associate (assistant, etc.) deans and directors have been entered according to their faculty ranks.

TABLE I-27: Salaries on January 1, 1983, of 662 Full-time Faculty in 66 AALS Member Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
73,000-73,499	1											
72,500-72,999		1										
72,000-72,499												
71,500-71,999												
71,000-71,499			1									
66,500-66,999	1											
66,000-66,499												
65,500-65,999												
65,000-65,499												
64,500-64,999												
64,000-64,499	1											
63,500-63,999												
63,000-63,499												
62,500-62,999												
62,000-62,499	2		1									
61,500-61,999	1											
61,000-61,499												
60,500-60,999	1		1									
60,000-60,499	2											
59,500-59,999			1									
59,000-59,499	1		1	1								
58,500-58,999												
58,000-58,499	1											
57,500-57,999	1		1									
57,000-57,499	1											
56,500-56,999	1											
56,000-56,499	1		2	2								

TABLE I-27: Salaries on January 1, 1983, of 662 Full-time Faculty in 66 AALS Member Schools (cont.)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
55,500-55,999			1									
55,000-55,499				1								
54,500-54,999	2			1								
54,000-54,499			3	1								
53,500-53,999			1									
53,000-53,499	1		1			1						
52,500-52,999												
52,000-52,499	1		1	1								
51,500-51,999					1							
51,000-51,499	2											
50,500-50,999	3				2							
50,000-50,499	1		1									
49,500-49,999	1		1	1	2							
49,000-49,499	1		1		1							
48,500-48,999	2			1	1							
48,000-48,499	1			1		1						
47,500-47,999	3		1		2							
47,000-47,499	1		1	1	1							
46,500-46,999	2											
46,000-46,499				3								
45,500-45,999	1		1	1								
45,000-45,499	1					1						
44,500-44,999			1	1	1							
44,000-44,499	1			1	1	1	1				1	
43,500-43,999	1		1	4	1							
43,000-43,499	1		1	5		1						
42,500-42,999	2											
42,000-42,499				1			2					

TABLE I-27: Salaries on January 1, 1983, of 662 Full-time Faculty in 66 AALS Member Schools (cont.)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
41,500-41,999	1		1	1								
41,000-41,499	2		3	1				1				
40,500-40,999	1		1	2			1					
40,000-40,499	2	1	1	7			1					
39,500-39,999	1			5		1						
39,000-39,499	1			3			1					
38,500-38,999				3		2						
38,000-38,499	1	1					1					
37,500-37,999				5	1							
37,000-37,499				7	1	1						
36,500-36,999			1	5		1						
36,000-36,499			1	5	2	3						
35,500-35,999	2		1	5	2	1	1					
35,000-35,499			1	10		5	2	1				
34,500-34,999				4		2						
34,000-34,499		1		6		2		1				
33,500-33,999	1	1	1	3	1	2						
33,000-33,499				4	1	1						1
32,500-32,999				5	3	1	2					
32,000-32,499				8	2	5	1					
31,500-31,999				4		10						
31,000-31,499	1			4	2	8						1
30,500-30,999		1		2		3	1					
30,000-30,499				3		14	1	2			1	1
29,500-29,999	1					6	1					
29,000-29,499				1	2	10		3				1
28,500-28,999	2			2	1	11	3	4				1
28,000-28,499					1	7	1	3				

TABLE I-27: Salaries on January 1, 1983, of 662 Full-time Faculty in 66 AALS Member Schools (cont.)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
27,500-27,999						10		2				
27,000-27,499						11		4				
26,500-26,999				2		5	1	5				
26,000-26,499				2		10	1	3				
25,500-25,999						8	1	4				
25,000-25,499						11		8				
24,500-24,999				1		9	3	10				
24,000-24,499						10		10				
23,500-23,999				1		3		8	1			
23,000-23,499						3		8			1	1
22,500-22,999								14	1			2
22,000-22,499						2		9				
21,500-21,999						1	1	13				
21,000-21,499						1		13				1
20,500-20,999								8		1		
20,000-20,499								6		2		1
19,500-19,999								6		1		
19,000-19,499								2		2		
18,500-18,999								6				
18,000-18,499								2				
17,500-17,999												1
17,000-17,499								1				
16,500-16,999								1				
Totals	59	6	35	138	32	185	27	158	2	6	3	11

Part Ia:

This is the fourth year in which a number of AALS associate-member schools have participated in this survey. Questionnaires were mailed to 32 American schools listed as associate members in the AALS directory for 1982; 15 schools responded with usable data. Included among these 15 was the program at Emporia State University which has appeared previously among the AALS member schools. Not included among the associate-member schools this year is the program at the University of North Carolina at Greensboro which has been shifted to the AALS member group following its accreditation by the American Library Association in 1982.

The 15 associate-member schools from which usable data were received are: Appalachian State University (Department of Library and Media Studies); University of Arkansas at Little Rock (Library and Information Science Programs); Baylor University (Department of Library Science); Bowling Green State University (Department of Library and Educational Media); Bridgewater State College (Department of Media and Librarianship); University of Central Arkansas (Department of Educational Media/Library Science); Central Missouri State University (Department of Special Services); East Carolina University (Department of Library Science); Emporia State University (School of Library Science); Indiana State University (Department of Library Science); Kutztown State College (Department of Library Science); University of Puerto Rico (Graduate School of Librarianship); Southern Illinois University (Department of Curriculum, Instruction, and Media); West Virginia University (Department of Library Science); and Western Maryland College (Education Department).

During the four years that the associate-member schools have been included in this study, there has been a steady decline in the number providing usable data. In 1979-80 there were 27. In the following year (1980-81), the number dropped to 23, and in 1981-82 there was a further decline for a total of 18. This year only 15 responded. This decline can be explained in part by the fact that during this four-year period four participating schools achieved accreditation and, therefore, moved over to the AALS member school group (Ball State University, The University of Mississippi, The University of North Carolina at Greensboro, and The University of Southern Mississippi). Other schools have dropped out of the associate member group. These include Alabama A & M University, Auburn University, University of Utah, Utah State University, and Western Kentucky University.

As we have noted in the three earlier reports on associate-member schools, meaningful and comparable statistics are very difficult to compile because of these schools' limited and uneven participation. Whereas only one AALS member school failed to participate in the 1982-83 study, over half of the associate-member schools declined to provide data. To further frustrate attempts to study change in this group, 10 schools included in 1981-82 do not appear in 1982-83 while 7 others appear this year which were not included last year.

Three of the fifteen participating associate-member schools reported no full-time executive officer for their programs (Central Missouri State, Southern Illinois, and West Virginia). The following table shows the distribution of the titles held by the remaining 12 executive officers:

TABLE I-28: Titles of 12 Heads of AALS Associate-Member Schools, January 1, 1983

Title	Number	Percentage
Dean	1	8.3
Director	2	16.6
Chair	8	66.7
Coordinator	1	8.3

TABLE I-29: Organizational Status of 15 AALS Associate-Member Schools, January 1, 1983

Name	Number	Percentage
School	2	13.3
Department	11	73.3
Program	2	13.3

While, as seen in Table I-28, the titles dean and director are not often used in the AALS associate-member schools, the collective title "Deans and Directors" used in this study for schools' executive officers of AALS member schools will also be used here for the sake of consistency.

Among the 15 AALS associate-member schools contributing data for this study, the number of full-time faculty varies from one (the executive officer herself) to 10. Because in a number of these programs degrees are offered in such areas as media technology and communication, it can be assumed that some of the faculty reported as full-time do not actually devote their full-time to instruction in the area of library and/or information science.

Among these 15 associate-member schools, a total of 67 full-time faculty were reported (including the heads of 12 of these programs). The average faculty size was thus 4.46 on January 1, 1983. This compares with 4.56 last year. Two years ago the average was 5.09 and four years ago it was 5.41. The fact that such different groups of schools have been represented during these four years, however, detracts from the meaningfulness of these percentages. As noted earlier in this report, the average faculty size for the AALS member schools on January 1, 1983, was 10.

The following table shows the considerable variation in the number of full-time faculty members per associate-member school.

TABLE I-30: Number of Full-time Faculty among 15 AALS Associate-Member Schools, January 1, 1983

Number of Full-time Faculty	Number of Schools	Percentage of Total (15)
1	1	6.7
2	2	13.3

TABLE I-30: Number of Full-time Faculty among 15 AALS Associate-Member Schools, January 1, 1983 (continued)

Number of Full-time Faculty	Number of Schools	Percentage of Total (15)
3	3	20
4	2	13.3
5	4	26.7
6	0	-
7	1	6.7
8	1	6.7
9	0	-
10	1	6.7
Total:	15	

Of the 67 full-time faculty, including executive officers, reported by 15 associate-member schools, 35 (52.2 percent) were males while 32 (47.8 percent) were females. This is a slight shift from last year when, among 18 associate-member schools, 51.2 percent were males and 48.8 percent were females.

TABLE I-31: Rank and Sex of Full-time Faculty in 15 AALS Associate-Member Schools, January 1, 1983

Number	Rank	Males	Females
12	Deans & Directors	8 (66.7%)	4 (33.3%)
9	Professors	4 (44.4%)	5 (55.6%)
19	Associate Professors	9 (47.4%)	10 (52.6%)
24	Assistant Professors	12 (50 %)	12 (50 %)
2	Instructors	1 (50 %)	1 (50 %)
1	Lecturers	1 (100 %)	-
Total 67		35 (52.2%)	32 (47.8%)

Of the 12 full-time executive officers, 5 held fiscal-year appointments while for 7 the appointment was for the academic year. Ten (83.3 percent) had earned doctorates; the 2 without doctorates held master's degrees in library science--one also had an advanced certificate. Of the 10 doctorates, 6 were in library science. Of the other 4, one was in higher education and library science; another was in educational administration; two were in media (one instructional media and the other in educational media). Nine of the 12 executive officers had tenure. Eleven are white, one is Hispanic.

TABLE I-31a: Age Categories of 12 Full-time Heads of AALS Associate-Member Schools, January 1, 1983

Age Categories	Number	Percentage
55-59	3	25
50-54	2	16.7
45-49	3	25
40-44	2	16.7
35-39	2	16.7

Salaries were reported for 11 heads of AALS associate-member schools. Among the 5 holding fiscal-year appointments, salaries ranged from a high of $44,000 to a low of $24,204, with an average of $35,613 (median $35,000). This year's average exceeds last year's by $2,919, or an improvement of 8.9 percent.

The salaries of the 6 heads of AALS associate-member schools holding academic-year appointments ranged from a high of $34,239 to a low of $21,600; the average salary for this group was $29,098 (median $29,500). This average figure was $809 higher than a year ago, or an improvement of 2.9 percent.

It should be kept in mind that the considerable difference in the list of schools represented in 1981-82 and in 1982-83 detracts from the meaningfulness of these comparisons.

The length of service as executive officers of their respective schools is shown for 11 individuals in Table I-32, below. Only one was appointed to her post in 1982 (at Kutztown State College). For 6 of the 11, their initial appointment as a faculty member of their current school coincided with their appointment as the unit's head. The others had been members of their respective faculties before their appointment as executive officers.

TABLE I-32: Year of Appointment of 11 Heads of AALS Associate-Member Schools

Year	Number	Year	Number
1971	1	1977	2
1972		1978	
1973		1979	2
1974	1	1980	1
1975		1981	2
1976	1	1982	1

The average number of years as executive officer served by each of these 11 individuals has been just slightly over 4.

The academic rank of the 12 heads of AALS associate-member schools on January 1, 1983, for whom we have this information was as follows: professor, 6 (50 percent); associate professor, 5 (41.7 percent); and assistant professor, 1 (8.3 percent).

Only one associate-member school reported having a full-time faculty member assigned to assist in administration. This is an associate professor who has the title assistant dean.

Among the 67 full-time faculty (including the deans and directors) found in the 15 AALS associate-member schools responding to the questionnaire, there were 7 new appointments in 1982. All 7 were at the rank of assistant professor. (The new executive officer appointed in 1982 was already a member of that school's faculty.) These 7 represented 10.4 percent of the total faculty.

Of these 7 new assistant professors, 6 were males and one was a female. The salaries of the 3 given fiscal year appointments ranged from a high of $25,000 to a low of $20,850 for an average of $23,603 (median $24,960). The four appointed for the academic year received salaries ranging from a high of $19,000 to a low of $16,200, for an average of $17,755 (median $17,911).

Six of the 7 new assistant professors had earned doctorates, none of which, however, was in library and/or information science. Three have their doctorates in instructional technology, one in adult education, one in curriculum and instruction, and one in history. The new assistant professor lacking the doctorate has a master's degree in library science.

The age distribution of the 7 new assistant professors on January 1, 1983, was as follows:

Age 25-29	1
" 30-34	3
" 35-39	1
" 40-44	1
" 50-54	1

Table I-33 has been omitted from this year's report because all new appointments were at the assistant professor level.

The following table enables one to compare the 1982-83 average and median salaries of full-time faculty members of 14 AALS associate-member schools with those of 66 AALS member schools. (Bridgewater State College reported only ranges of salaries rather than actual salaries.)

TABLE I-34: Faculty Salary Comparisons, AALS Member Schools and Associate-Member Schools, 1982-83

Faculty Rank & Term of Appointment	AALS Member Schools		AALS Associate-Member Schools	
	Average	Median	Average	Median
Deans & Directors (fiscal year)	$48,405	$48,000	$35,613	$35,000
Deans & Directors (academic year)	41,591	36,033	29,098	29,500
Professors (fiscal year)	48,744	49,220	35,040	35,040
Professors (academic year)	37,332	36,154	29,370	27,964
Assoc. Professors (fiscal year)	39,098	36,068	29,929	29,929
Assoc. Professors (academic year)	29,148	28,550	23,890	24,255
Asst. Professors (fiscal year)	32,259	30,661	23,682	24,359
Asst. Professors (academic year)	23,588	22,886	19,807	19,827
Instructors (fiscal year)	23,048	23,048	-	-
Instructors (academic year)	19,820	19,950	15,205	15,205

The following table enables one to compare the average salary of male and female faculty among executive officers as well as principal academic ranks.

TABLE I-35: Average Faculty Salaries for Males & Females in 14 AALS Associate-Member Schools, 1982-83

Fiscal Year Appointments

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Directors	4	$36,764	1	$31,011
Professors	0	-	1	35,040
Assoc. Professors	1	31,080	2	30,059
Asst. Professors	2	22,925	3	24,186

Academic Year Appointments

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Directors	3	$29,593	3	$28,603
Professors	4	30,813	4	27,927
Assoc. Professors	7	24,342	8	23,496
Asst. Professors	7	19,269	9	20,225
Instructors	1	15,500	1	14,910

Of the 67 full-time faculty in the 15 AALS associate-member schools represented in this study, a total of 7 were identified as minority (5 Hispanics, one black, and one Asian Pacific). It is appropriate to note, however, that all 5 Hispanics are members of the faculty at the Graduate School of Librarianship at the University of Puerto Rico.

As shown in the following table, of the 67 full-time faculty members, 25 (37.3 percent) were 50 years of age or older on January 1, 1983. Last year this percentage was 35.4. As noted earlier, however, the list of schools represented in the present study is rather different from that of last year. Among the AALS member schools, 49.6 percent of the faculty were 50 years of age or older on January 1, 1983.

TABLE I-36: Age Categories of 67 Full-time Faculty in 15 AALS Associate-Member Schools on January 1, 1983

	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	Total
Deans & Directors			3	2	3	2	2			12
Professors	1	1	2	4	1					9
Assoc.Profs.		1	3	1	4	7	1	2		19
Asst.Profs.		1	1	5	3	4	6	3	1	24
Instructors							2			2
Lecturers	—	—	—	—	—	1	—	—	—	1
Total:	1	3	9	12	11	14	11	5	1	67

Of the 67 full-time faculty of the 15 AALS associate-member schools reporting, including 12 executive officers, 48 (71.6 percent) had earned doctorates as of January 1, 1983. This compares to 68.4 percent among those reporting last year. As noted earlier, among faculty in the AALS member schools, 75.1 percent had earned doctorates on January 1, 1983.

Of the 48 faculty members of AALS associate-member schools having earned doctorates, 25 (52.1 percent) were males and 23 (47.9 percent) were females.

Of the 48 doctorates, 20 (41.7 percent) were in library science. (There was no mention of information science in the names of any of the 48 degrees.) The 28 doctorates in fields other than library science were concentrated largely in education as indicated by the following list.

TABLE I-37: Earned Doctorates Outside Library Science Held by 28 Faculty Members among 15 AALS Associate-Member Schools, January 1, 1983

Education	1
Higher Education	1
Higher Education and Library Science	2
Instructional Technology (including Instructional Media, AV Communication, and Educational Media)	13
Educational Administration	2
Administration and Instruction	1
Adult Education	1
Secondary Education	1
Elementary Education	1
Curriculum and Instruction	1
Reading	1
History	2
Spanish Studies	1
Total:	28

The following table gives the length of service of each full-time faculty member within his/her respective school among the 15 AALS associate-member schools participating in this survey. From this, it can be calculated that 27 faculty members (40.3 percent) have been employed in their present school for a decade or more (i.e., initial appointment prior to 1973). Among AALS member schools this percentage is 45.1.

TABLE I-38: Year of Initial Full-time Faculty Appointment of 67 Individuals at Their Present AALS Associate-Member Schools

Year	Deans & Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1948				1										1
1956			1										1	
1959			1										1	

TABLE I-38: Year of Initial Full-time Faculty Appointment of 67 Individuals at Their Present AALS Associate-Member Schools (continued)

Year	Deans & Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1961					1								1	
1962														
1963			1										1	
1964		1					1						1	1
1965														
1966														
1967						1								1
1968			1		1								2	
1969	1			3		4	1	1					2	8
1970	1												1	
1971	1				1	1		1					2	2
1972	1				1								2	
1973				1				1						2
1974	1				1								2	
1975					1								1	
1976						1		1						2
1977		2			1								1	2
1978		1					1	2					1	3
1979	1						1	3					2	3
1980					1	1	1	1	1		1		4	2
1981	2				1	2	1	1		1			4	4
1982	—	—	—	—	—	—	6	1	—	—	—		6	1
Total:	8	4	4	5	9	10	12	12	1	1	1		35	32

The following table shows the year of appointment or promotion of each of 62 faculty to his/her present academic rank in the associate-member school where he/she currently holds a full-time post. One school, Bridgewater State College, failed to provide this information and is the reason only 62 faculty members are shown here. In this listing, deans and directors have been distributed according to their faculty titles.

TABLE I-39: Year of Appointment or Promotion to Present Academic Rank of 62 Faculty in 14 AALS Associate-Member Schools

	Professors		Associate Profs.		Assistant Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
1966	1										1	
1971						1						1
1972						1						1
1973			1	1		1					1	2
1974			2								2	
1975	1										1	

TABLE I-39: Year of Appointment or Promotion to Present Academic Rank of 62 Faculty in 14 AALS Associate-Member Schools (continued)

	Professors		Associate Profs.		Assistant Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
1976		1	1			1					1	2
1977	2	1	2	1		1					4	3
1978	1	5		2	1	2					2	9
1979				2	1	2					1	4
1980			3	1			1		1		5	1
1981			3	2	1	2		1			4	5
1982	2	_	1	1	6	2	_	_	_	_	9	3
Total:	7	7	13	10	9	13	1	1	1	0	31	31

Among the 62 faculty members shown in the above table, 5 were promoted to their present rank in 1982-83 (2 males and 3 females). Included are two heads of library schools who were promoted to full professor (one male and one female). Two others were promoted to associate professor (one male and one female). The fifth promotion was that of a female to the rank of assistant professor.

Tenure status information was supplied for all 67 faculty members reported by the 15 AALS associate-member schools. Of these 67 individuals, 39 (58.2 percent) had tenure on January 1, 1983 (17 males and 22 females). Of those 28 faculty members lacking tenure, 18 were males and 10 were females. In terms of the percentage of tenure, the present 58.2 percent represents a sharp decrease from that of the associate-member schools last year--then it was 68.3 percent. The fact that the group of schools represented differs so markedly probably accounts for this change more than anything else.

In the table that follows, the salaries for the 62 faculty members for whom this information was supplied are shown in $500 blocks.

TABLE I-40: Salaries on January 1, 1983, of 62 Full-time Faculty in 14 AALS Associate-Member Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$44,000-44,499	1											
43,500-43,999	1											
43,000-43,499												
42,500-42,999												
42,000-42,499												
41,500-41,999												
41,000-41,499												
40,500-40,999												
40,000-40,499												
39,500-39,999												
39,000-39,499												
38,500-38,999												
38,000-38,499												
37,500-37,999												
37,000-37,499												
36,500-36,999												
36,000-36,499												
35,500-35,999												
35,000-35,499	1		1									
34,500-34,999				1								
34,000-34,499		1		1								
33,500-33,999	1											
33,000-33,499												
32,500-32,999												
32,000-32,499												
31,500-31,999												
31,000-31,499	1				2							

TABLE 1-40: Salaries on January 1, 1983, of 62 Full-time Faculty in 14 AALS Associate-Member Schools (Cont)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
30,500-30,999		1										
30,000-30,499				1								
29,500-29,999												
29,000-29,499				2								
28,500-28,999					1	2						
28,000-28,499		1										
27,500-27,999												
27,000-27,499				1								
26,500-26,999						1						
26,000-26,499		1										
25,500-25,999				1								
25,000-25,499						1	1					
24,500-24,999						3	1					
24,000-24,499	1					2	1					
23,500-23,999				1								
23,000-23,499						1	1					
22,500-22,999								1				
22,000-22,499						1		1				
21,500-21,999		1				1		3				
21,000-21,499						2		1				
20,500-20,999							1					
20,000-20,499								2				
19,500-19,999								1				
19,000-19,499								3				
18,500-18,999						1		1				
18,000-18,499												
17,500-17,999												1

TABLE I-40: Salaries on January 1, 1983, of 62 Full-time Faculty in 14 AALS Associate-Member Schools (Cont)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
17,000-17,499												
16,500-16,999								2				
16,000-16,499								1				
15,500-15,999										1		
15,000-15,499												
14,500-14,999										1		
14,000-14,499												
Totals:	6	5	1	8	3	15	5	16		2		1

Part II:

This is the fourth year that the writer's survey of library school faculty has been supplemented with data provided in response to the general questionnaire distributed by the Association of American Library Schools. In Part I of this report, data have been presented in keeping with the writer's promise not to link specific data with any single school. In responding to the AALS questionnaire, however, library school deans and directors have known that schools would be identified with the information provided by them. This is done in Part II.

Unfortunately, the deans and directors of two AALS member schools declined to respond to the AALS questionnaire pertaining to faculty: Catholic University of America and the State University College of New York, Geneseo. (In the latter instance, the refusal to participate is doubtless explained by the decision of the College to close the library school at the end of the current year.) Throughout this section of the report, therefore, data appear for only 67 of the 69 AALS member schools.

The AALS questionnaire was mailed to each of the 32 AALS associate-member schools in the United States listed in the 1982 "Directory Issue" of the Journal of Education for Librarianship. Only 9 responded, and one of those, the Center for Library and A-V Education of St. Cloud State College, wrote: "This [faculty] section is just impossible to do." The explanation of why St. Cloud found it to be impossible probably explains why most of the associate-member schools decline to participate in this study and why the data that some submit are so difficult to interpret.

> Our faculty assignments are drawn from the faculty of Learning Resources Services. Of this total of 28 positions, 6 are allocated through the College of Education. Three of the 28 people work in instruction full time (advising, curriculum development, departmental functions), but none of the 28 persons teach full-time.

The eight AALS associate-member schools responding to the faculty section of the questionnaire were: Appalachian State University (Department of Library and Media Studies); Baylor University (Department of Library Science); Central Missouri State University (Department of Special Services); Emporia State University (School of Library Science); Kutztown State College (Department of Library Science); Shippensburg State College (Library Science Department); Sam Houston State University (Library Science Department); and Western Maryland College (Media/Library Science).

In earlier editions of this study, Emporia State appeared among the AALS member schools. Of the 7 remaining schools listed above, two were not represented in the 1982 report: Central Missouri and Sam Houston State. On the other hand, 5 associate-member schools reporting in 1982 did not do so in 1983, while one (North Carolina, Greensboro) has now been moved into the AALS member school group. Furthermore, of the 15 associate-member schools appearing in Part Ia of the present report, only 6 responded to the AALS questionnaire. It seems futile, therefore, considering these differences, to attempt to compare data on the associate-member schools one year to the next, or to attempt to make many deductions based on those data.

The first question in the faculty section of the AALS questionnaire asked for the type of calendar in use (i.e., semester, quarter, trimester, etc.). The answers to this question have been incorporated in the following table with the answers given to the second question, i.e., the number of full-time faculty. As has been noted in earlier reports, it is probably only the data provided for the fall term for each school that have comparative value--the fall is the only academic term that all schools have in common regardless of type of calendar. Some schools call the term following the fall term their winter term (semester) while others call it their spring term (semester). It appears that in some instances, schools having two summer sessions have labeled one as spring and the other as summer.

It should be noted that the total full-time faculty among the 68 AALS member schools given in Part I of this report (680) represented the situation on January 1, 1983. In the following table, 67 schools reported a total of 684 full-time faculty in the fall term 1981, for an average of 10.21 per school.

TABLE I-41: Full-time Faculty in 67 AALS Member Schools, 1981-82

School	Academic Calendar	Fall	Winter	Spring	Summer
Alabama	Semester	10		10	8
Albany	Semester	14		14	6
Alberta	Semester	10	10	10	10
Arizona	Semester	10		10	6
Atlanta	Semester	5		4	6
Ball State*	Quarter	9	8	9	7/5
Brigham Young*	Trimester	8	8	4	4
British Columbia*	Semester	10	10	10	10
Buffalo	Semester	9		9	4
Calif.-Berkeley	Quarter	12	12	13	13
Calif.-L.A.	Quarter	13	14	14	3
Case Western	Semester	13		13	13
Catholic	No response to AALS questionnaire				
Chicago	Quarter	9	11	11	9
Clarion	Semester	8		8	4
Columbia	Semester	14	14		6
Dalhousie	Semester	6	6		2
Denver	Quarter	14	15	15	8
Drexel*	Quarter	13	13	13	13
Emory	Quarter	7	7	6	5
Florida State	Semester	12	10		8
Geneseo	No response to AALS questionnaire				
Hawaii	Semester	6		6	7
Illinois	Semester	14		14	7
Indiana	Semester	12		13	8
Iowa	Semester	6		6	4
Kent	Semester	9		9	6
Kentucky	Semester	11		11	12
Long Island	Semester	10		10	10
Louisiana	Semester	6		6	5
Maryland	Semester	16		15	8
McGill	Semester	7	7		

TABLE I-41: Full-time Faculty in 67 AALS Member Schools, 1981-82 (cont.)

School	Academic Calendar	Fall	Winter	Spring	Summer
Michigan*	Trimester	16	15	9	8
Minnesota*	Quarter	9	8	8	4/4
Mississippi	Semester	8		7	1
Missouri	Semester	11	11		4
Montreal	Semester	9	9		
North Carolina	Semester	13		15	
N. Carolina Central	Semester	11		11	7
N. C. Greensboro	Semester	7	7		7
Northern Illinois	Semester	7		7	6
North Texas	Semester	8		8	8
Oklahoma	Semester	10		10	6
Peabody	Semester	7		7	6
Pittsburgh*	See note	23	22	13	5
Pratt	Semester	7		7	4
Queens	Semester	7		7	2
Rhode Island	Semester	9		9	6
Rosary	Semester	8		8	4
Rutgers	Semester	18		19	19
St. John's	Semester	6		6	2
San Jose	Semester	8	8	8	4
Simmons	Semester	17		17	12
South Carolina	Semester	11		11	
South Florida	Semester	9		10	7
Southern Calif.	Semester	8		8	
Southern Conn.	Semester	7		7	6
Southern Miss.	Semester	9		9	8
Syracuse	Semester	11		10	6
Tennessee	Quarter	9	9	9	5
Texas	Semester	14		14	9
Texas Woman's	Semester	10		10	8
Toronto*	Semester	18	17		2
Washington	Quarter	8	8	8	1
Wayne State	Semester	7	7		3
Western Michigan	Trimester	8	8	3	4
Western Ontario	Trimester	13	12	12	4
Wisc.-Madison	Semester	11		11	6
Wisc.-Milwaukee	Semester	9		10	9

*Notes: Table I-41

Ball State: "Summer, 7 full-time faculty First Session, 5 Second Session."

Brigham Young: "Spring & Summer are half semesters."

British Columbia: "Faculty are on 12-month appointments, but seldom teach in the spring or summer sessions, May-August."

Drexel: The 13 faculty members shown in the summer were "on payroll, but not all were teaching."

Notes to Table I-41 (cont.):

Michigan: "With our trimester calendar, the fall and winter terms are each a trimester, while the spring and summer are half terms; combined, the spring and summer constitute one trimester."

Minnesota: 4 full-time faculty in Summer Session I and 4 also in Summer Session II.

Pittsburgh: Calendar explained as "Two 14-week terms (fall & winter) plus one term (spring) with optional subdivision into two 7-week sessions."

Toronto: Fall = "18 + 1 on leave"; Winter = "17 + 2 on leave."

Washington: Summer session = "half-term."

TABLE I-42: Full-time Faculty in 8 AALS Associate-Member Schools, 1981-82

School	Academic Calendar	Fall	Winter	Spring	Summer
Appalachian State	Semester	9		10	10
Baylor	Semester	2		2	2
Central Missouri	Quarter	4	4	4	2
Emporia	Semester	8		8	6
Kutztown State	Semester	3.5		3.5	2.5
Shippensburg State	Semester	3		2	
Sam Houston State	Trimester	7		7	6.5
Western Maryland	Semester	1	1	1	1

The second question in the AALS questionnaire pertained to the number of part-time faculty employed by each school during 1981-82. In identifying part-time faculty, schools were requested not to include: (1) the advanced student who assists a regular faculty member in the teaching of a course; (2) a technician in charge of laboratory sessions for such courses as cataloging or media production; (3) a library science librarian who instructs students in the use of the library; and (4) the librarian who provides internships for library science students in his/her library.

From Table I-43 that follows it can be seen that all but two schools (Clarion and North Carolina Central) made use of one or more part-time faculty at some point during 1981-82. Among the 65 schools that engaged part-time faculty, the number varied from one to 27 in any single term. These figures do not reveal, of course, the level of courses taught by these part-time faculty. In some instances, it is known that such persons taught undergraduates on the use of the library, while at the other extreme they conducted seminars for doctoral students.

TABLE I-43: Part-time Faculty in 67 AALS Member Schools, 1981-82

School	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Alabama					1	.33	4	2
Albany	1	.3			8	.3	2	1
Alberta	4	1.33	3	1	1	.33	1	.33
Arizona	1	.25					1	.25
Atlanta	2	2/3	2	2/3	2	2/3		

TABLE I-43: Part-time Faculty in 67 AALS Member Schools, 1981-82 (cont.)

School	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Ball State	1	.33	3	1.66				
Brigham Young	5	.75	4	.5	4	1	4	1
British Columbia	3	1.2	5	6.5	3	.8	2	.8
Buffalo	5	?			6	?	2	?
Calif.-Berkeley	27	2.66	20	2.22	18	1.88	7	.64
Calif.-L.A.	9	.87	14	1.64	11	1.11	2	.1275
Case Western	3	1			5	2		
Catholic	No response to questionnaire							
Chicago	3	1 1/2	2	1	5	2 1/2	3	1 1/2
Clarion								
Columbia	3	1			10	3.67	7	3.5
Dalhousie	7	?	6	?				
Denver	4	1.2	1	.3	3	.9	9	2.2
Drexel	3	1	8	2.67	8	2.67	8	2
Emory	2	1	4	2	3	1.5	5	2.5
Florida State			3	.75			5	1.25
Geneseo	No response to questionnaire							
Hawaii	3	1			2	.6		
Illinois	6	2.33			4	1.33	5	2.5
Indiana	8	2.04			13	2.43	10	5
Iowa	8	3.55			6	2.75	7	3.75
Kent	7	1.13			15	1.66	13	2.53
Kentucky	1	.33			2	.66	4	2
Long Island	2	.5			3	1		
Louisiana	7	2.33			3	1	3	1.33
Maryland	8	1.8			7	1.6	5	2.5
McGill	4	2	7	3.5			2	1
Michigan	4	1.1	1	.25	4	1.5	5	2.5
Minnesota	1	.5			3	1.5		
Mississippi							5	2.5
Missouri	1	.5	1	.5			8	?
Montreal	8	2	4	1			1	1/4
North Carolina	1	?			1	?		
N. Carolina Central								
N.C. Greensboro	2	.66	1	.33				
Northern Illinois	8	2.33			2	.66	2	1
North Texas	2	1			2	1	1	.25
Oklahoma	2	.66			2	.66		
Peabody	1	.33			1	.33	4	2.5
Pittsburgh	9	3.6	16	6.4	13	5.2	2	.8
Pratt	4	1.3			5	1.6	1	.3
Queens	5	1 2/3			6	2		
Rhode Island	7	2.33			8	2.67	2	1.5
Rosary	3	1			5	1 2/3	6	2.1/3
Rutgers	8	2.25			5	1.25	6	1.75
St. John's	2	.67			2	.67	2	.67
San Jose	8	1.6	8	1.6	8	1.6	4	1
Simmons	2	.66			5	1.66		
South Carolina	1	.3			2	.4	1	.3
South Florida					3	.75		

TABLE I-43: Part-time Faculty in 67 AALS Member Schools, 1981-82 (cont.)

School	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Southern Calif.	4	1.7			6	1.7	12	4.8
Southern Conn.	2	.66			1	.33		
Southern Miss.	3	1			3	1	3	1
Syracuse	2	.5			9	2.25	7	3.5
Tennessee	1	.5	1	.5	2	.66	3	1
Texas	3	1.33			3	1.33	7	3.5
Texas Woman's	1	.33			1	.33	4	1.33
Toronto	9	?	6	?				
Washington	4	1.5	3	1	7	2.5	5	1.5
Wayne State	2	.67	2	.67			2	.67
Western Michigan	3	1	4	1.1	2	.6	2	.8
Western Ontario	2	.75	4	.75	5	1.5	1	.66
Wisc.-Madison	5	1.33			3	.83	11	5.5
Wisc.-Milwaukee	5	1.25			5	1.25		

As has been noted in previous reports, there is great variation among schools in the formula used to compute FTE. Each school has been asked to state its method of computation. These responses follow.

Alabama. "Academic semester: 1 course = .33 FTE;
summer session: 1 course = .50 FTE."

Albany. "Institutional Research does not compute FTE for Summer session. The above numbers are approximations."

Alberta. "3 courses/term = 1 FTE; 2 = .67 FTE; and 1 = .33 FTE."

Arizona. "one course = 25%."

Atlanta. "9 semester hours equal 1 FTE."

Ball State. "Academic year consists of the number of credit hours per quarter divided by twelve; for summer, divisor is seven for full-time faculty load."

Brigham Young. "12 credits Fa & Wt = 1 FTE; 6 credits Sp. & Su. = 1 FTE."

British Columbia. "Normal faculty load is 3.75 units per term. Number of units taught by part-time faculty is given in brackets."
Fall = [4.5]; Winter = [6.5]; Spring = [3]; Summer = [3].

Buffalo. "no formula available."

Calif.-Berkeley. "100% salary for 9 month academic year = 1.00 FTE."

Calif.-L.A. "Value of Cs. Professorial Series-Full Time = 2 cs per qr = 100 ÷ 6 = 17; Lecturer Series-Full Time = 3 cs per qr = 1.00 ÷ 9 = 11."

Case Western. "5/5 = 5 Courses (Full-Time); 1 Course = .20, etc."

Catholic. No response to AALS questionnaire.

Chicago. "2 courses equal full time."

Clarion. No part-time faculty reported.

Columbia. "3 courses per term equals full-time (Summer 2 Courses)."

Dalhousie. No response to this question; no FTE computed.

Denver. "10 quarter credits = 1 FTE."

Drexel. "FT = 3 courses (i.e., 12 credits)."

Emory. "Full-time teaching load on basis of 10 quarter hours per quarter."

Florida State. "12 sem. hrs. teaching load = 1.0 FTE."

Geneseo. No response to AALS questionnaire.

Hawaii. "Full time = 9 credits taught."

Illinois. "Fall and spring semesters, 3 courses = 1.0 FTE; Summer Session, 2 courses = 1.0 FTE."

Indiana. No response to this question.

Iowa. "Full faculty load is 5 courses per year (2.5 per semester) or 2 courses in summer session (+ 1 faculty member on 75% time)."

Kent. "15 credit hours taught equal 1 FTE faculty member."

Kentucky. "3 courses regular term, 2 courses in SS."

Long Island. "12 credits per semester on FTE."

Louisiana. "Fall and spring 3 courses = full-time; summer 2 courses = full time."

Maryland. "Fall & Spring term: teaching 1 course = 20% FTE;
Summer Session: teaching 1 course = 50% FTE."

McGill. "Number of courses taught /2 per semester."

Michigan. "For part-time faculty whose only responsibility is teaching, in a full term 1 course equals .25 FTE; in a half term, 1 course equals .5 FTE."

Minnesota. ".5 time for one course."

Mississippi. "Depends on number of courses taught: 4 courses = 1 FTE; hence 2.5 means that 10 courses were taught."

Missouri. "By University Appt. full time faculty member is 100% FTE."

Montreal. "FTE = 1/4: Regular teaching load of a professor being 12 credits (4 half courses per year)."

North Carolina. No response to this question; no FTE computed.

North Carolina Central. No part-time faculty reported.

North Carolina, Greensboro. No response to this question.

Northern Illinois. "Full-time faculty teach three classes in fall and spring and two classes in summer. Part-time faculty teach one class or .33 in fall/spring and .50 in summer." Footnote to Fall term FTE. "2.33 -- Two instructors team-taught one class."

North Texas. "(a) Fall & Spring 1 FTE = 3 courses;
(b) Summer 1 FTE = 4 courses."

Oklahoma. "1 person 1/4 time = .33."

Peabody. "Fall and Spring based on 3 courses as full time; summer term based on 2 courses as full time."

Pittsburgh. "One part-time faculty member = .4 FTE."

Pratt. "3 courses = F/T."

Queens. "3 courses = 1 FTE faculty member."

Rhode Island. "Fall and Spring terms FT = 3 courses; Summer term, FT = 2 courses."

Rosary. "Three courses for Fall and Spring semesters, 2 courses for the summer session."

Rutgers. "1 FTE = 4 three-credit courses."

St. John's. "Teaching 1 course = .34 FTE."

San Jose. "12 teaching units per semester = 1 FTE."

Simmons. "3 course teaching load."

South Carolina. "Total number of hours taught by part-time faculty divided by twelve (which is considered full load)."

South Florida. "12 Semester Hours Equals 1 FTE."

Southern California. "8 units per semester / 16 units per year = full time (6 units in summer semester)."

Southern Connecticut. "Full-time equals 3 (3 credit) courses."

Southern Mississippi. "Each course or 3 credit hours = .33 FTE."

Syracuse. "Fall/Spring - 1 FTE = 4 courses; Summer - 1 FTE = 2 courses."

Tennessee. "3 Courses taught = 1 FTE."

Texas. "long sessions : FTE = 2 graduate courses or 3 undergraduate courses; summer : FTE = 2 graduate or undergraduate courses."

Texas Woman's. ".25 per course x 3 (full course load) + .25 research release time."

Toronto. No response to this question; no FTE computed.

Washington. "Academic year - 1 course = 33% FTE; Summer - 1 course for full summer = 50% FTE."

Wayne State. "3 courses = FT; 1 course = .333."

Western Michigan. "9 credit hours = full time. Graduate College policy states that 9 credit hours equals a full load for graduate students. To compute FTE : the number of course credit hours taught by P-T faculty ÷ by 9."

Western Ontario. "Number of courses divided by 3 (the average course load)."

Wisconsin, Madison. "Most courses are computed as .25 for each semester. Occasionally courses with large enrollment and/or laboratory sections are computed as .33. Summer term, each course is .50."

Wisconsin, Milwaukee. "Fall/Spring, 3 crs. = 0.25 FTE; Summer, 3 crs. = 0.50 FTE."

TABLE I-44: Part-time Faculty in 8 AALS Associate-Member Schools, 1981-82

School	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Appalachian State	2	.5			5	1.25	4	1
Baylor	1	.25			2	.75		
Central Missouri	2	1/3	2	1/3	2	1/3	1	1/3
Emporia	2	.67			6	2.5	7	4
Kutztown State								
Shippensburg State	3	3/4			4	1	2	1/2
Sam Houston State	1	.33			1	.33	1	.5
Western Maryland	2	?			1	?	2	?

Appalachian State. "12 semester hours = 1 FTE."

Baylor. "Full time is 12 semester hours; 3/4 time is 9 s.h. or .75 FTE; 1/2 time is 6 s.h. or .50 FTE; 1/4 time is 3 s.h. or .25 FTE."

Central Missouri. "Number of hours taught / 9."

Emporia. "9 hr. = 1 FTE."

Kutztown. No response to this question.

Shippensburg State. "Full teaching load is twelve hours or four classes."

Sam Houston State. "3 Graduate courses = 1 FTE during Academic Year; 4 Courses = 1 FTE in summer sessions (2)."

Western Maryland. No response to this question.

The fourth question on the faculty section of the AALS questionnaire pertained to the average percentage of salary improvement for full-time faculty in 1981-82. This was followed by a question asking the basis on which improvements in faculty salaries were made. The responses to both of these questions have been tabulated in Tables I-45 and I-46.

Among the 61 AALS member schools that provided a percentage figure of increase, the average ranged from a low of .05 to a high of 24, with an overall average of 9.17 percent. In 1980-81 this overall average was 9.37 percent; in 1979-80 it was 8.27. For the 8 AALS associate-member schools responding to this question, the average salary improvement in 1981-82 was 8.15 percent.

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in AALS Member Schools in 1981-82

School	Percentage of Improvement	Basis for Improvement
Alabama	8.83	Merit
Albany	7.4	Merit & Cost-of-living
Alberta	14.5	Merit & Cost-of-living
Arizona	12	Merit & Cost-of-living
Atlanta	5	Across the board
Ball State	6.1474	Based on AALS salary survey, 10% market adjustment, plus 45% ten equal shares plus 45% divided across the board, 2.7633% of previous year salary base.
Brigham Young	"Confidential"	Merit
British Columbia	18	Union contract, Merit, & "Career progress"
Buffalo	7.5	Union contract, Merit, & Across the board
Calif.-Berkeley	7.7	Merit and Cost-of-living
Calif.-Los Angeles	1.85	Merit ("no range adjustment")
Case Western Reserve	8	Merit & To achieve equity
Catholic	No response to questionnaire	
Chicago	No response to this question	
Clarion	6.5	Union contract
Columbia	?	Merit & To achieve equity
Dalhousie	10	Union contract, Merit, & "Cost-of-living"
Denver	10	Merit & Cost-of-living
Drexel	7.5	Merit & Cost-of-living
Emory	10	Merit, Cost-of-living, Promotion increment
Florida State	5-6	Union contract, Merit, Across-the-board
Geneseo	No response to questionnaire	
Hawaii	"2,520 per year"	Union contract, Merit, & Across-the-board
Illinois	8	Merit, Cost-of-living, & To achieve equity
Indiana	4.5	Merit & Cost-of-living
Iowa	10.7	Merit & Cost-of-living
Kent	6.7	Union contract
Kentucky	7	Merit & Cost-of-living

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in AALS Member Schools in 1981-82 (cont.)

School	Percentage of Improvement	Basis for Improvement
Long Island	10	Union contract & Across-the-board
Louisiana	10	Merit & Across-the-board
Maryland	2	Merit
McGill	9.25	Across-the-board
Michigan	9.3	Merit
Minnesota	5.5	Merit & Cost-of-living
Mississippi	12	Merit & Across-the-board
Missouri	"5% Jan.1982 absorbed within current available funds (No salary improvement Fall 1981)."	Merit
Montreal	16.04-16.29	"14.04 across the board; 2-2.5% seniority: scale progression and/or promotion"
North Carolina	10.4	Merit & Cost-of-living
North Carolina Central	5 1/2	Merit & Across the board
N.Carolina,Greensboro	10.5	Merit, Cost-of-living, & To achieve equity
Northern Illinois	8.63	Merit & Across-the-board
North Texas	8.7	Merit
Oklahoma	24	Merit & Across-the-board
Peabody	10	Merit, Cost-of-living, & To achieve equity
Pittsburgh	10	Merit, Cost-of-living, & To achieve equity
Pratt	10	Union contract & Across-the-board
Queens	15	Union contract
Rhode Island	8	Union contract & Across-the-board
Rosary	10	Cost-of-living
Rutgers	14	Union contract
St. John's	8	Union contract
San Jose	6	Across-the-board
Simmons	11.2	Merit & Cost-of-living
South Carolina	?	Across-the-board
South Florida	7	Merit & Across-the-board
Southern California	11	Merit & Across-the-board
Southern Conn.	7	Merit
Southern Miss.	10	Merit & Cost-of-living
Syracuse	9	Merit & Cost-of-living
Tennessee	7	Merit, Cost-of-living, & "to achieve equity in specific case"
Texas	14.47	Merit & Cost-of-living
Texas Woman's	8	Merit
Toronto	12.1	Merit & Cost-of-living
Washington	9.62	Merit & Cost-of-living
Wayne State	.05	Union contract, Merit, Across-the-board, & Cost-of-living
Western Michigan	8	Across-the-board
Western Ontario	14.8	Merit & Across-the-board
Wisc.-Madison	7.5	Merit, Across-the-board, Seniority, & To achieve equity
Wisc.-Milwaukee	6.4	Merit, Across-the-board, & To achieve equity

TABLE I-46: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 8 AALS Associate-Member Schools, 1981-82

School	Percentage of Improvement	Basis for Improvement
Appalachian State	12	Cost-of-living
Baylor	8	Merit
Central Missouri	6	Across-the-Board
Emporia	8.5	Merit
Kutztown	10	Union contract
Shippensburg State	4	Union contract
Sam Houston State	8.7	Across-the-board & "1 merit increase not shown"
Western Maryland	8	Across-the-board

It has been apparent in recent years that many library schools are tending to replace senior faculty who retire, resign, or die with individuals at lower ranks than had been held by those being replaced. This has always been done to some extent, of course, in order to give young library educators an opportunity and to assure an appropriate age distribution among the faculty of individual library schools, but tight budgets in recent years have given further encouragement to the practice. Question 6 of the questionnaire has been designed to provide specific data in this regard. It reads:

> How many full-time faculty replacements (resulting from resignations, retirements, etc.) were made in your school in 1981-82? Please indicate below the rank of the individual/s who was/were replaced and the rank of the replacement/s, e.g., "2 professors replaced by 1 associate professor and 1 assistant professor."

The wording of this question was confusing to at least one dean who wrote in the margin: "This is not a clear question--it gives no time frame. Effective when? Fall 81?" We shall try to clarify this question next year, but what we sought to learn was the number and rank of replacements who joined the faculty of the school in question during the fiscal year 1981-82, regardless of when the faculty member departed who was being replaced. We believe that most deans interpreted the question in this way--at least this has been our assumption in compiling the data that follow.

As shown in Table I-47, a total of 33 faculty replacements were reported for 1981-82. (For most schools, "1981-82" means from July 1, 1981, until June 30, 1982, although for some it represents the 12 months between September 1, 1981, and August 31, 1982.)

As shown in Table I-47, 33 faculty replacements were reported by a total of 24 AALS member schools. (There were two faculty replacements in each of 9 schools.) Of the 33 faculty members replaced, there were 8 professors, 13 associate professors, 10 assistant professors, and 2 instructors. The ranks of the 33 new faculty (those who were the replacements) were as follows: 4 professors, 5 associate professors, 20 assistant professors, 3 instructors, and one lecturer. Thus, while there were exceptions, there was a clear tendency in 1981-82, as had been true also in 1980-81, to replace professors and associate professors with assistant professors.

TABLE I-47: Faculty Replacement Appointments Made Among AALS Member Schools in 1981-82

Brigham Young	One associate professor replaced by one instructor.
Buffalo	One associate professor replaced by one associate professor.
Calif.-Berkeley	One professor and one assistant professor replaced by two assistant professors.
Chicago	One associate professor replaced by one assistant professor.
Denver	One associate professor and one professor replaced by one associate professor and one professor.
Emory	One associate professor replaced by one assistant professor.
Hawaii	One assistant professor replaced by one assistant professor.
Indiana	Two associate professors replaced by two associate professors.
Iowa	One instructor replaced by one visiting instructor.
Louisiana State	One associate professor replaced by one assistant professor.
Maryland	One instructor replaced by one lecturer.
McGill	One associate professor replaced by one associate professor, One assistant professor replaced by one associate professor.
Michigan	One professor replaced by one assistant professor.
North Carolina	One associate professor replaced by one assistant professor.
Pittsburgh	One assistant professor replaced by one instructor.
San Jose	One professor replaced by one professor.
Southern Calif.	One assistant professor replaced by one assistant professor. One assistant professor replaced by one visiting associate professor.
Texas Woman's	Two professors replaced by one professor and one assistant professor.
Toronto	One associate professor replaced by one assistant professor.
Washington	One associate professor replaced by one assistant professor.
Western Michigan	One assistant professor replaced by one assistant professor. One associate professor replaced by one assistant professor.
Western Ontario	One professor replaced by one assistant professor. One associate professor replaced by one assistant professor.
Wisc.-Madison	One professor replaced by one professor.
Wisc.-Milwaukee	Two assistant professors replaced by two assistant professors.

Question 7 on the AALS questionnaire reads:

> Were there unfilled, full-time faculty positions, for which funding was available, in your library school in 1981-82? If the answer is yes, please indicate rank and the reason why the position was not filled.

At least one dean completing the questionnaire found this question confusing, and we shall try to clarify it next year. Dean Hayes at UCLA has written that, while his answer to this question was negative this year, as it was last year, "an unfilled position has existed for several years, unfilled by a full-time appointment, but used for several part-time appointments each year. In principle, it could have been used for full-time appointments, so in that sense it was unfilled." The degree of decanal autonomy in relationship to budgetary decisions differs widely among universities. Whereas Dean Hayes at UCLA is free to engage part-time faculty with the salary dollars that were available because a suitable full-time person could not be found, in some institutions that funding would have been returned for the year in question to the parent institution. It was our intention in question 7 to identify unfilled full-time faculty positions for which funding had been available in 1981-82 even though it was used temporarily for another purpose. It was our further assumption that the funding for such positions would remain in (or be returned to) the school's budget for the appointment of full-time faculty in 1982-83. We would have expected, therefore, that Dean Hayes would have reported an unfilled faculty post at UCLA.

In Table I-47a we have listed 22 unfilled full-time faculty positions reported by 18 AALS member schools for 1981-82. We have also quoted the explanations given by the schools for these vacancies. Last year's study listed 23 faculty vacancies that had gone unfilled in 1980-81 despite the availability of funding. As will be seen from the explanations quoted from the schools, most of the unfilled openings in 1981-82, as was true also in 1980-81, were for faculty at the assistant professor level.

TABLE I-47a: Unfilled, Funded, Full-time Faculty Positions in 1981-82 Among 18 AALS Member Schools

School	Number	Reason position was not filled
Ball State	1	"During this year one person with rank of professor died. Search did not result in the identification of proper individual who could become Department Chair."
Calif.-L.A.	1	See Dean Hayes's response, quoted above.
Drexel	1	"One for which 1980-81 search not successful at assistant pay level."
Iowa	1	"1 assistant professor or higher--continuing search. (position was filled Fall 1982)."
Louisiana State	1	"Assistant Professor/Associate Professor. Qualified persons refused offer--low salary."
Maryland	2	"1 Assistant Professor--search in progress; 1 Professor line vacant (assigned to Dean's line; search in progress for Deanship)."
Montreal	1	"Position is now filled. Candidate will arrive January 1983. Rank: Full Professor and Director."
North Carolina	1	An assistant professorship.

TABLE I-47a: Unfilled, Funded, Full-time Faculty Positions in 1981-82 Among 18 AALS Member Schools (continued)

School	Number	Reason position was not filled
North Texas	1	"One faculty vacancy was carried thru 1981-82 and a replacement (asst. prof.) was appointed starting Fall 1982."
Pittsburgh	1	"Search Committee selected candidate to replace one (1) Assistant Professor, but candidate declined offer of faculty appointment in favor of a library directorship elsewhere."
St. John's	2	"2 at Assistant or Associate Professor level: waiting for resolution of Directorship."
Southern Calif.	2	"2 assistant professors--reduced enrollments justified non-replacements."
Southern Miss.	1	"Assistant Professor--not able to find a qualified person."
Syracuse	2	"Two Asst/Assoc Professors--Resignation for one occurred in mid-year. Other position advertised but not filled."
Toronto	1	"Assistant Professor--no qualified applicant (position unfilled since 1980/81)."
Washington	1	"One Asst. Professor position was carried on the budget, but could not be filled because of a temporary hiring freeze."
Western Michigan	1	"1 assistant professor--application deadline is Jan. 31, 1982."
Western Ontario	1	"Assistant Professor--no qualified applicant available."

Whereas question 7 was intended to identify full-time faculty positions temporarily unfilled in 1981-82 but for which funding had been available, question 8 asked whether faculty positions had actually been lost in 1981-82, i.e., those instances where replacements could not be appointed either because faculty positions assigned to the library school by the parent institution had been reduced in number or because limitations of the school's budget simply required that the number of full-time faculty be reduced. Twelve schools reported a loss of some 15 faculty positions in 1981-82 as shown in the following table.

TABLE I-47b: Full-time Faculty Positions Lost in 1981-82 Among 12 AALS Member Schools

School	Positions Lost
British Columbia	"Assistant Professor. Position frozen in 1981/82 due to University-wide retrenchment arising out of salary settlement. Position now thawed and advertised. Appointment due July 1983."

TABLE I-47b: Full-time Faculty Positions Lost in 1981-82 Among 12 AALS Member Schools (continued)

School	Positions Lost
Case Western Reserve	"2 Full Professors."
Kentucky	"Two Associate Professor positions were frozen."
Maryland	"1 Assistant Professor line was reverted."
Michigan	"1 professor not replaced."
Minnesota	"1 - professor."
Mississippi	"1 assistant professor retired 1/1/82 and position remains unfilled to date. 1 professor retired 5/15/82 and position remains unfilled to date."
Missouri	"1 Assoc. Prof. resigned."
Northern Illinois	"one Assistant Professor."
Southern Connecticut	"1 Assistant Professor (retirement, end of 81-82)."
Washington	"1 Assoc. Professor position was lost in the budget cutbacks."
Wayne	"One Assistant Professor."

Among the 8 AALS associate-member schools participating in this study, only one (Emporia State) reported an unfilled vacancy in 1981-82, and this was only for the fall term--"a vacancy existed one semester because of an unsuccessful search in the spring, 1981." One other school in this group (Shippensburg State) reported a permanent reduction of one faculty position in 1981-82, at the professor level.

Question 9 on the AALS questionnaire asked whether additional (new) faculty positions, with new funding, had been created in the schools in 1981-82. As shown in Table I-47c, seven AALS member schools reported a total of 10 new positions. It should be noted, however, that in one instance (Case Western Reserve) the creation of two new assistant professorships followed the loss of two professorships, while in another instance (North Carolina Central) the additional position was for 1981-82 only.

TABLE I-47c: New Full-time Faculty Positions Created and Funded in 1981-82 Among 7 AALS Member Schools

School	New Positions Created
Case Western Reserve	"2 Assistant Professors."
Chicago	"2 instructors."
Columbia	"1 Associate Professor 1 Assistant Professor Conservation Program"
Indiana	"A half time faculty was replaced by a full time position, with the added half assigned to teaching assignment at the Indianapolis campus."

TABLE I-47c: New Full-time Faculty Positions Created and Funded in 1981-82 Among 7 AALS Member Schools (continued)

School	New Positions Created
North Carolina Central	One position. "This was temporary, for one year only for legal reasons."
Pittsburgh	"One (1) new Assistant Professor position created. Filled temporarily by part-time adjunct faculty members."
South Florida	"1 Professor."

Among the 8 AALS associate-member schools included in this study, 2 reported that additional faculty positions had been created in 1981-82. Baylor University reported the addition of one assistant professorship with the explanation that "This position was approved in 1981-82 to begin in 1982-83 and the position was filled." Appalachian State reported the addition of one assistant professorship.

This is the fourth year in which schools have been asked to report the value of their institution's fringe benefits for faculty in terms of salary percentage, i.e., the worth of the contributions of the institution to such benefits as retirement, health insurance, etc. beyond the actual salaries paid to faculty. This percentage is often required in making grant proposals that will include faculty salaries, and it is often taken into account by applicants for faculty appointments as they compute the total compensation that an offer includes. It continues to be apparent that some of the wide disparity in these percentages as reported by deans and directors results from differing formulae in computing this percentage. Sixty-five AALS member schools responded to this question. For these 65, the average was 20.64 percent. In 1980-81 this average was 19.99 percent.

TABLE I-48: Percentage Value in Relationship to Faculty Salaries of Fringe Benefits Among AALS Member Schools, 1978-79 to 1981-82

School	1978-79	1979-80	1980-81	1981-82
Alabama	32	32	32	32
Albany	29.76	30.26	29.9	30.79
Alberta	No response	No response	9	9
Arizona	No response	16	19	19
Atlanta	15	15	10	11
Ball State	-	21	22	22
Brigham Young	14.5	16.5	19.5	20.5
British Columbia	No response	No response	13	13
Buffalo	30.26	22.5	30.26	30
Calif.-Berkeley	23	26	27	28
Calif.-L.A.	23	23	26	28

TABLE I-48: Percentage Value in Relationship to Faculty Salaries of Fringe Benefits Among AALS Member Schools, 1978-79 to 1981-82 (cont.)

School	1978-79	1979-80	1980-81	1981-82
Case Western	18.5	18.5	19.5	19.5
Catholic	No response	No response	11.5	No response to questionnaire
Chicago	20.7	20.7	21	21.8
Clarion	24	28	31	30
Columbia	25	26	25	25
Dalhousie	10	10	10	10
Denver	19.5	19.5	18.7	19.7
Drexel	17	No response	23	23
Emory	15.5	11	12	15
Florida State	15	15	16	16
Geneseo	29.67	32.54	29.67	No response to questionnaire
Hawaii	21	21	21	23
Illinois	16.06	16.15	15.93	15.93
Indiana	23.85	24.43	26.2	26.6
Iowa	19	19	19	22
Kent	19	19.5	19.5	19.5
Kentucky	14.5	14.5	16-18	17
Long Island	17	17	17	22
Louisiana	16.5	16.5	16.5	16.5
Maryland	18	20 + hosp.	23 + hosp.	23 + hosp.
McGill	No response	No response	Ca. 15	15
Michigan	16	18	18	21
Minnesota	20.0501	19.369	18.925	23
Mississippi	-	18	19	18
Missouri	14	13.5	15.8	19.5
Montreal	11	11	11	11
North Carolina	16	16	17	16.63 + $47.80 health ins.
N. C. Central	No response	25	25	25
N. C., Greensboro	-	-	-	18.63
Northern Illinois	17	15-26	No response	8.809 + $70 per mo. health

TABLE I-48: Percentage Value in Relationship to Faculty Salaries of Fringe Benefits Among AALS Member Schools, 1978-79 to 1981-82 (cont.)

School	1978-79	1979-80	1980-81	1981-82
North Texas	12.77 + $35	25.5 + $40	23	23
Oklahoma	No response	Ca. 20	13-14	15
Peabody	15.6	21.5	16.5	21.5
Pittsburgh	20	20	21.5	24
Pratt	16.5	19	20	20
Queens	24	24	24	25
Rhode Island	No response	26.3	35.4	28.5
Rosary	"none established"	12	15	15
Rutgers	21	19	21	22
St. John's	15	15	20	23
San Jose	-	25	No response	No response
Simmons	21	21	21	21
South Carolina	13.63 + $26.50 per mo.	14.5	14.7	14.7
South Florida	15.49 + $19.61 per mo.	15	17.74	17.79
Southern Calif.	19	12	15.5	18
Southern Conn.	24	28.56	28.56	28.56
Southern Miss.	-	16	18	17
Syracuse	29	20.8	20.8	22
Tennessee	15	15	15	20
Texas	24	25	33	36-42
Texas Woman's	25	25	21	21
Toronto	15	15	"Unknown"	"Unknown"
Washington	17	17	18	18.35
Wayne State	21	16	21	21
Western Michigan	21.6	22.6	22.1	23.6
Western Ontario	No response	No response	14.6	14.5
Wisc.-Madison	20	19	20.3	20.4
Wisc.-Milwaukee	20	19	22	22

Only 5 of the AALS associate-member schools responded to the question on the percentage value of fringe benefits in their institutions. The response of these 5 was as follows: Baylor, 15 percent; Appalachian State, 17 percent; Shippensburg State, 34 percent; Emporia, 17.5 percent; and Kutztown State, 34 percent.

Questions 11 and 12 of the AALS questionnaire pertained to funding for professional travel. Question 11 asked simply for the number of faculty, including the dean or director, who received travel funds in 1981-82. Sixty-three schools provided this figure. As will be noted in Table I-49, a few declined to be specific. Question 12 asked for the total amount of funding for professional travel used by the school's faculty in 1981-82, exclusive of travel to teach in extension, workshops, etc. It was noted in this question that dollars spent by the institution on professional travel should be included regardless of whether or not they were actually included in the schools' budget. The notes quoted below indicate that this definition was not always followed.

To compute the average amount of support for professional travel per faculty member, including the dean or director, it would seem a simple matter to divide the total spent by the number of individuals receiving such support. From the following table, it is apparent this simple computation was not always used. In a number of instances, notes have been provided to interpret the answer provided. The fact that in several schools a distinction is made between faculty travel and administrative travel probably accounts for some of the curious answers provided. Perhaps in next year's questionnaire, questions should be asked that result in a clear separation of travel funds spent by administrators from those of regular faculty.

Despite a lack of precision in the following table, it is apparent that funding for faculty travel differs in amount among library schools to a very considerable degree, from a travel budget in 1981-82 of zero in one school to a high of $37,486 in another. For individual faculty, the average varied from zero in one school to an average of $1,582 in another. For the 61 AALS member schools that provided actual numbers of faculty who received professional travel funds in 1981-82 as well as a precise total for that funding, it is possible to report the following: a total of 507 faculty members (including deans and directors) from these 61 schools shared a total of $364,548 in travel funds, for an average of $719 each. The average travel budget per school was $5,976. In 1980-81, the average per school was $5,333 while the average amount per faculty member was $594.

TABLE I-49: Support for Faculty Travel in 1981-82 Among AALS Member Schools

School	Number of Faculty, (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Alabama	9	$994	$ 9,935
Albany	8	320	2,558
Alberta	10	728	7,280
Arizona	"All who requested"	See Note	Ca. 4,700
Atlanta	3	300 (see note)	2,500
Ball State	9	179 (see note)	3,400
Brigham Young	6	914	5,482 (see note)
British Columbia	No response	No response	2,638
Buffalo	8	247 (see note)	2,227

TABLE I-49: Support for Faculty Travel in 1981-82 Among AALS Member Schools (cont.)

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Calif.-Berkeley	8	$600 (see note)	$ 8,406
Calif.-L.A.	7	410	2,868
Case Western	9	(see note)	8,000
Catholic	No response to AALS questionnaire		
Chicago	6	689	4,132
Clarion	8	(see note)	7,372
Columbia	17	750	12,000
Dalhousie	6	850	6,662
Denver	9	515	4,632
Drexel	13	350 (see note)	5,850
Emory	10	319	3,190
Florida State	12	602	7,228
Geneseo	No response to AALS questionnaire		
Hawaii	1	-	2,332
Illinois	9	296 (see note)	4,151
Indiana	13	180	3,282
Iowa	5	(see note)	2,464
Kent	9	100	900
Kentucky	8	150 (see note)	3,656
Long Island	8	400 (see note)	6,100
Louisiana	7	700 (see note)	8,071
Maryland	10	246 (see note)	4,994
McGill	6	No response	5,716 (see note)
Michigan	17	1,351 (see note)	22,969
Minnesota	7	400	3,300
Mississippi	7	254 (see note)	2,421
Missouri	10	943	9,438
Montreal	6	240	1,440 (see note)
North Carolina	12	778 (see note)	10,896
N. C. Central	5	526	2,630
N. C., Greensboro	7	(see note)	1,400
Northern Illinois	6	168 (see note)	1,700

TABLE I-49: Support for Faculty Travel in 1981-82 Among AALS Member Schools (cont.)

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
North Texas	3	$334	$ 1,004
Oklahoma	9	802	7,214
Peabody	5	779	3,895
Pittsburgh	26	1,229 (see note)	37,486
Pratt	7	1,050	7,350
Queens	5	500	2,500
Rhode Island	6	792	4,753
Rosary	1	"None"	1,900
Rutgers	14	367	5,134
St. John's	6	400 (see note)	3,600
San Jose	8	375	Ca. 3,000
Simmons	No response	250 (see note)	8,500
South Carolina	11	600	6,600
South Florida	10	135	1,350
Southern Calif.	6	1,000	9,480
Southern Conn.	0	0	0
Southern Miss.	9	500 (see note)	9,000 (see note)
Syracuse	10	663	6,629
Tennessee	9	562 (see note)	6,496
Texas	12	785	9,424
Texas Woman's	8	636 (see note)	7,500
Toronto	"Available to all"	250	7,000
Washington	3	1,866	5,600
Wayne State	4	100	416
Western Michigan	8	100	3,640
Western Ontario	12	1,582	18,989
Wisc.-Madison	10	186 (see note)	2,598
Wisc.-Milwaukee	2	204	408

Notes for Table I-49.

Arizona	"too complicated to compute" the average per faculty member.
Atlanta	Average per faculty member reported as "300 (funds used for recruitment)."

Notes for Table I-49 (continued)

Ball State	"200 per faculty member for one professional conference; the balance was categorized as University business or an average of $178.50 per person."
Brigham Young	"The average spent by the 6 travelers = $914. But all 8 were eligible, and the amt. available was $6,250 for an ave. of $781."
Buffalo	"One faculty did not request travel money."
Calif.-Berkeley	"6 eligible faculty members did not use travel funds."
Case Western	Response to question regarding average amount per faculty member was "Variable, depending on how many meetings attended."
Clarion	Response to question regarding average amount per faculty member was "Additional travel funds expended by project directors of grants received."
Drexel	"For faculty, average of $350. Rest was for 2 administrators."
Illinois	"Five faculty members did not request travel funds."
Iowa	"$150 is assured by College of Liberal Arts for each FTE. Up to $300 is available to a faculty member upon petition to present a paper at a conference. Additional funds are available to the director for recruitment travel."
Kentucky	Response to question regarding average amount per faculty member was: "150. Awarded on basis of proposal by individual faculty member."
Long Island	"$400 for each faculty; the remainder for Dean (Dean's allotment is unlimited)."
Louisiana	"700 per faculty member, $1,284 administrator. The difference was for the use of university cars for professional purposes and for travel expenses of guest speakers and prospective faculty."
Maryland	"246 per faculty member. Balance of travel funds were used to cover travel expense for candidates visiting the school for purpose of being interviewed for the Dean's position & faculty positions."
Michigan	"$1,351 for faculty, including one retired faculty member. In addition to this total, $1,280 provided for 3 part-time faculty."
Mississippi	"faculty average: $253.50; director: $900.00."
North Carolina	"2 faculty members did not use travel funds."
N. C., Greensboro	"200 for 3 Assistant Professors; $200 for one Associate Professor; $600 for Department Chair."
Northern Illinois	"$168 to each of the regular teaching faculty and the balance to the department chair."
Pittsburgh	"$1,229 average per faculty member, excluding administrative travel."

Notes for Table I-49 (continued)

St. John's	"$1600 is Director's fund; $2,000: average $400."
Simmons	"Administrative travel separate."
Southern Miss.	"$500 [per faculty member] excluding Dean, Assistant Dean."
Tennessee	"$562 per faculty, $2,496 administrative travel."
Texas Woman's	"$636 [average] Approximately $2000 spent on visiting speakers, field trips, etc."
Wisc.-Madison	"In addition to faculty, the Library School provides travel support for one regular parttime faculty member, the Library School Librarian and the Director of the Cooperative Children's Book Center. Thus the total amount of travel money was divided by 14 (11 full time faculty + 3)."

TABLE I-50: Support for Faculty Travel in 1981-82 Among 8 AALS Associate-Member Schools

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Appalachian State	6	$700	$ 4,200 (see note)
Baylor	2	350	700
Central Missouri	4	50	200
Emporia	10	see note	4,109 (see note)
Kutztown State	3 1/2	?	290
Sam Houston State	7	428	3,000
Shippensburg State	2	50	105
Western Maryland	1	400	400

Notes for Table I-50.

Appalachian State	"$4200 [total travel], $2700 of which was funded by a Librarianship Training Fellowship Grant."
Emporia	Total for travel: "In state $2,388.61; Out-of-state $1,720.00." Amount per faculty: "In-state $239.00; Out-of-state $136.00 + $495.00 additional for Dean's Travel."

The 13th question on the faculty section of the AALS questionnaire pertained to sabbatical leaves for faculty during 1981-82. Twenty-four of the 67 AALS member schools included in this study reported having faculty on leave, as shown in the following table.

TABLE I-51: AALS Member Schools where Faculty Received Sabbatical or Study Leaves During 1981-82.

School	Number of Faculty	Length of Leave	Percentage of Salary Received
Albany	2	9/81-5/82	50
Alberta	2	6 months	100
Arizona	2	Semester	100
Atlanta	2	?	1 on 1/2 salary 1 on UNCF grant
British Columbia	1	12 months	75
Calif.-Berkeley	1	12 months	67
Case Western	1	Semester	100
Dalhousie	1	6 months	100
Emory	See note		
Hawaii	2	1 6 months 1 12 months	100 50
Indiana	1	Semester	100
Iowa	1	Summer research grant	$3,000
Long Island	1	Semester	100
Montreal	1	?	100 (see note)
N. C., Greensboro	1	?	100
Peabody	2	Semester	100
Pittsburgh	2	1 for 3 months 1 for 6 months	100 100
Rutgers	1	10 months	80
Simmons	1	5 months	100
Southern California	1	6 months	100
Syracuse	2	2 semesters each	None
Toronto	1.5	?	"1 at 75%" ".5 at 100%"
Western Ontario	1	Year	75
Wisc.-Madison	1	Academic year	50

Notes for Table I-51:

Emory "One member of full-time faculty on educational leave without pay for the academic year."

Montreal "100% salary, less amount of research funding 8 380$ (CNRSH)."

One AALS associate-member school reported having a faculty member on sabbatical leave in 1981-82. This was at Emporia for one semester with 100 percent of salary.

The final question in the faculty section of the AALS questionnaire pertained to the support staff of library schools. The question was designed clearly to separate part-time student employees of the school from regular (non-student) support staff. Under each, the same group of subdivisions was given to divide this support staff by type of service: (a) Administrative support; (b) Instructional support; (c) Research support; (d) Media services; (e) Library support; and (f) Other. The following definitions were provided for each subdivision:

> By (a) Administrative support is meant secretarial and other assistance provided the dean, assistant dean, etc. in the administration of the school. By (b) Instructional support is meant clerical and other assistance provided faculty in their course preparation and classroom teaching. By (c) Research assistance is meant secretarial and other support provided the faculty in their research activity. By (d) Media services is meant assistance provided by media technicians, graphic artists, and others in the production and use of non-print media. By (e) Library personnel is meant librarians and library assistants who serve in the library science library, whether their salaries are paid from the library school's budget or from that of the central library. Under (f) Other may be identified as any support staff beyond those listed below.
>
> If a full-time person divides his/her time between two or more of the above categories, list that individual only in appropriate part-time FTE categories.

Despite these rather detailed instructions, there appears to have been some carelessness by a number of schools in completing this section of the questionnaire. The writer has taken the liberty of making slight adjustments where obvious misinterpretations have been made--these have all involved moving fractions of staff time listed as full-time personnel where it seemed obvious that they were intended as FTE of part-time staff. As was true also in last year's questionnaire, library science library staff were to be reported whether their salaries were paid from the library school's budget or from that of the library. It appears that several schools failed to report these personnel when they were members of the library staff.

As shown in Table I-52, the total FTE of support staff (exclusive of students) as reported by 67 AALS member schools, varied from a low of one (3 schools) to a high of 28.1. Because of the possible confusion in reporting library staff, and the varying types of support staff included under "Other," meaningful comparison of the total FTE among schools is probably not possible. All library schools, however, have some degree of support staff for administration (from a low of .5 FTE to a high of 9.28), and many have support staff assigned to the faculty for instructional and research assistance. When these 3 categories of support staff are combined (administration, instructional, and research) we find variations among the 67 schools from a low of one to a high of 19.3. When all of the 67 totals in these three categories are combined and averaged, the result is 3.8 support staff per school for administration, instruction, and research.

TABLE I-52: Support Staff among AALS Member Schools, 1981-82

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Alabama	1	.5		.3		.2							2
Albany	1	.7	1	.3						.3			3.3
Alberta	3								1				4
Arizona	3					1			2		2	.75	8.75
Atlanta	2								1				3
Ball State	2						1		2				5
Brigham Young	1		1										2
British Columbia	3												3
Buffalo	1		1						1				3
Calif.-Berkeley	2	1.68		1.51		.15						.06	5.4
Calif.-L.A.	4			1					1		1	.5	7.5
Case Western	5*												5
Catholic	No response to questionnaire												
Chicago	2		1										3
Clarion	1						3		3		2		9
Columbia	1		2	2			1	.75					6.75
Dalhousie	3	.5		.2									3.7
Denver	3		3										6

TABLE I-52: Support Staff among AALS Member Schools, 1981-82 (cont.)

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Drexel	3		2				1		2			2.5	10.5
Emory	1	1							1	.5			3.5
Florida State	3	.5	1						1				5.5
Geneseo	No response		o questionnaire										
Hawaii	1	.5	1										2.5
Illinois	3		2		2		1				5	.67	13.67
Indiana	4	.5	1	.5									6
Iowa	1			.5					1				2.5
Kent		1.25	1										2.25
Kentucky	3		2					.25		.25			5.5
Long Island	2		1				5		2	.5			10.5
Louisiana		.75		1					1				2.75
Maryland	3	1	1	.84		.68	1		3				10.52
McGill	3												3
Michigan	4		1				1		3	.75			9.75
Minnesota	2*								4	.5			6.5
Mississippi	2												2
Missouri	2		1	.5		.5			1	.75			5.75

TABLE I-52: Support Staff among AALS Member Schools, 1981-82 (cont.)

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Montreal	3	.25	1	.25		.5			4	1			10
North Carolina	3	1.25	1						2				7.25
N. Carolina Central	1		1						3				5
N. C., Greensboro		.5		.5	1	.66							2.66
Northern Illinois	1			.8									1.8
North Texas	1		1						3				5
Oklahoma	1		1										2
Peabody	2								1				3
Pittsburgh	7	2.8	9	.5			2	.5	5	.5		.8	28.1
Pratt	2	.75		.25					1	.2			4.2
Queens	2												2
Rhode Island	1		1										2
Rosary	2	1		.5									3.5
Rutgers	3	.45	1					.33					4.78
St. John's	1	.4	1	.4		.2			1				4
San Jose	1												1
Simmons	5		1		1			.5	2				9.5
South Carolina	1	1	2			2.5							6.5

TABLE I-52: Support Staff among AALS Member Schools, 1981-82 (cont.)

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
South Florida	1	.75		1									2.75
Southern Calif.	3		1		1				3	1.5			9.5
Southern Conn.		.5		.5									1
Southern Miss.	1		1	.5		.5							3
Syracuse	2	.25	1		1	.25						.25	4.75
Tennessee	3												3
Texas	3	1		1.13				.5		.88	1	1	8.51
Texas Woman's	2			2				1		.5		.5	6
Toronto	8		2				1	.5	11	.5	2		25
Washington	2	.4		1.5		.1							4
Wayne State	1												1
Western Michigan	2	.5											2.5
Western Ontario	5	.2		.6		.2	1		7	.5		.5	15
Wisc.-Madison	4	.4	1					.5	2	1.25	1	1.25	11.4
Wisc.-Milwaukee	2		1							1.25			4.25

*Notes for Table I-52.

Case Western Reserve.	The 5 full-time support staff shown are shown as the total support staff for administration, instruction, and research.
Minnesota.	"Two full-time secretarial staff members support both administration and instruction."

TABLE I-53: Support Staff among 8 AALS Associate-Member Schools, 1981-82

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Appalachian State	1					.25		.75					2
Baylor													0
Central Missouri		.33						.33		.5			1.16
Kutztown State						.5							.5
Emporia	1												1
Sam Houston State	2												2
Shippensburg State	1												1
Western Maryland													0

TABLE I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1981-82

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Alabama	.5	.5			3		4
Albany	.6	5	1.4	.6		.9	8.5
Alberta			1.5		.5		2
Arizona		.5	1.25		1	.5	3.25
Atlanta	.67	.33			3		4
Ball State	.5	3.5				2	6
Brigham Young			1.25				1.25
British Columbia		.35					.35
Buffalo	.25	.25	.25	.5			1.25
Calif.-Berkeley		2.69	1.75				4.44
Calif.-L.A.		1.5	2		.5		4
Case Western					2		2
Catholic	No response to AALS Questionnaire						
Chicago		1.5	1.5				3
Clarion		2	6	1	4		13

TABLE I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1981-82 (cont.)

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Columbia		1.5	.25				1.75
Dalhousie		.2			.2		.4
Denver			5				5
Drexel	.5	1.5		3	.5		5.5
Emory					3		3
Florida State		3		.66	4.95		8.61
Geneseo	No response	to AALS Questionnaire					
Hawaii	.75	.75					1.5
Illinois		.25		.5		.25	1
Indiana		8			13		21
Iowa		.88	.5		.8		2.18
Kent	.25	3.38	.25				3.88
Kentucky	.25	.25	.5	.5	.5		2
Long Island	.5	1.5	1.5	3	3		9.5

TABLE I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1981-82 (cont.)

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Louisiana	.25	1.5			2.1		3.85
Maryland	1.75	2.5	2.5	1.5	4.25		12.5
McGill		1					1
Michigan	1.07	.75	1.68				3.5
Minnesota		.5			5		5.5
Mississippi			1		2.5		3.5
Missouri							0
Montreal		1.25	.75	.05	1	.1	3.15
North Carolina	.5	3.8		.5	2.9	.5	8.2
N. C. Central		.5			.5		1
N. C., Greensboro		.33					.33
Northern Illinois			3				3
North Texas		1			3		4
Oklahoma							0
Peabody	.5	.66					1.16

TABLE I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1981-82 (cont.)

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Pittsburgh	.5	18			6.5		25
Pratt	1.3	.75	1.5	.2			3.75
Queens	.67						.67
Rhode Island	.5	1	1.5	1			4
Rosary			.5	1			1.5
Rutgers	1.33		1.33	.33			2.99
St. John's	1	1	1		1		4
San Jose	.5						.5
Simmons		1	3	1	3		8
South Carolina						2.5	2.5
South Florida	.5	.5	.5				1.5
Southern Calif.	.5	1.5			3		5
Southern Conn.			2.5				2.5
Southern Miss.	1	3	1	1			6
Syracuse	.5	3	1			.5	5

TABLE I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1981-82 (cont.)

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Tennessee		5.5	1	.5			7
Texas		2.25		1	.38	1.25	4.88
Texas Woman's	.25		.5		3.66	.25	4.66
Toronto		.5	.5				1
Washington	1	.25				.5	1.75
Wayne State	.5						.5
Western Michigan	.5	2	.5				3
Western Ontario	.1	.25	2	.25	4.75	.25	7.6
Wisc.-Madison	.25	1.5		1	2	.5	5.25
Wisc.-Milwaukee	1.5	.25	.5		.5		2.75

TABLE I-55: Use of Students as Part-time Support Staff among 8 AALS Associate-Member Schools, 1981-82

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Appalachian State	.5			.75			1.25
Baylor	.75						.75
Central Missouri		1.5	1.33				2.83
Kutztown State					1.2		1.2
Emporia	1.5	2		1.7	2.9		8.4
Sam Houston State	.5	1	.25				1.75
Shippensburg St.	.25						.25
Western Maryland							0

STUDENTS

By Agnes L. Reagan

The student survey requested information in three areas:

Enrollment, including enrollment by program and sex, number of classes or sections of classes by number of students enrolled, and degrees and certificates awarded by sex and ethnic background. Data on enrollment and classes are based on official enrollment in Fall Term 1982; data on degrees and certificates awarded are for the period 1981-82 (Tables II-1 through II-3).

Profile of the student body by program levels including: number of students by sex and ethnic origin; number of in-state/province and out-of-state/province students; number of foreign students enrolled, countries of origin, and number of students from each country; and number of students by age and sex. All figures in this section are based on official enrollment in Fall Term 1982 (Tables II-4 through II-8). Again this year, data for Table II-9 (Students by Sex and Highest Previous Degree Held) and Table II-10 (Students by Undergraduate Major, Sex, and Program Level) were not requested, but in all likelihood will be included in a future survey.

Financial data, including scholarships and assistantships awarded to students officially enrolled in 1981-82, by amount, sex, and program level; and the tuition and fee cost, by program level, of a degree obtained full-time if based on costs as of Fall Term 1982 (Tables II-11 through II-13).

In reporting the data from the student section of the questionnaire, an attempt has been made to correct obvious arithmetical errors and to cross-check as much of the information as possible. With these corrections and barring possible typographical errors, the figures are shown as submitted.

Sixty-six of the 69 AALS member schools responded to the inquiry. The three schools that did not respond were Catholic, Geneseo, and Southern California. Nine associate member schools returned the questionnaire, but one of these, Western Maryland, did not provide information for the student section of the survey.

Enrollment by Program and Sex

Enrollment figures in Table II-1 are based on the number of students officially enrolled in the Fall Term 1982. The Committee on Accreditation of the American Library Association requests these same figures in its Annual Report for Continuing Review with the exception of totals for the actual number of people. Sixty-five of the 66 member schools reporting responded; one school (Long Island) provided only FTE enrollment in off-campus courses. Eight of the associate member schools responded. Schools were asked to report the number of students enrolled in the several programs offered using the parent institution's method for computing student Full-time Equivalents (FTE's). If such a formula was not available, the formula suggested for use was the following: consider a student as full-time if the course load will enable course requirements for the degree to be completed within the normal length of time.

For example, if the normal time is 12 courses in 4 quarters, a student carrying 3 courses during the quarter should be counted as 1.00 FTE; a student carrying 2 courses during the quarter should be counted as 0.67 FTE (2 divided by 3 - 0.67). Students carrying a course overload count only as 1.00 FTE.

The several programs were defined in the questionnaire as follows: Master's: include here only those students who are working toward a master's degree in librarianship on or off campus; Post-Master's: include here only those students who are working toward a post-master's degree or certificate in librarianship on or off campus; Doctoral: include here only those students who are working toward a doctoral degree in librarianship on or off campus; Other Graduate Students: include here students taking library science courses as cognate or service courses or for professional development on or off campus; Undergraduate: include here students taking library science courses as cognate or service courses for undergraduate credit on or off campus.

All schools were asked to indicate that portion of the total FTE enrollment which represents FTE enrollment in off-campus courses. This information is given in the last column (titled Total FTE Off-Campus) of Table II-1-c (Members) and Table II-1-d (Associates). Of the 25 member schools reporting FTE enrollment off-campus, the range was from 1.33 to 62.50 FTE, the median being 12.30. Off-campus FTE's reported by 4 associate member schools ranged from 3.00 to 63.00 with a median of 12.30.

Summary Tables II-1-a and II-1-b were skewed, and certain totals in Tables II-1-c and II-1-d have been omitted because of incomplete data. Some or all FTE's from Albany, Arizona, Kentucky, Missouri, Queens, Rutgers, and San Jose were omitted, as were certain part-time enrollment figures from South Carolina. Missouri reported 72 part-time extension students undifferentiated by program level who could not be included in the tables. Tennessee did not differentiate 98 undergraduate students by sex. Eleven students in Buffalo's cooperative doctorate are officially enrolled in the institution's Higher Education Program and are therefore not included in the Tables. St. John's reported a change in the method of computing FTE from the previous year which may affect the comparability of the data for that school from year to year. The statistics on students in the Master's level program at Syracuse include 24 students in the IRM program.

Among the associate member schools, Central Missouri did not report FTE's. Baylor noted that the category Other Graduate Students included students in the Post B.S. Certificate Program.

Tables II-1-e and II-1-f show enrollment in undergraduate programs for library science majors full-time and part-time by sex. The figures given for Brigham Young are for the students pursuing the Associate of Science (Library Technician) degree. Ball State reports that these records are not maintained in the Department of Library Science, while Tennessee maintains only totals.

TABLE II-1-a: Summary - Member Schools - Student Enrollment by Program and Sex to Determine FTE (Fall Term 1982)

		Full-Time			Part-Time				Total	
							Total			
	# Schools Reporting	Men	Women	Total	Men	Women	#	FTE	#	FTE*
MASTER'S	65	741	2397	3138	795	3878	4673	2093.21	7811	5253.61
POST-MASTER'S	33	10	26	36	33	138	171	73.36	207	109.36
DOCTORAL	23	80	110	190	107	192	299	87.47	489	277.47
OTHER GRADUATES	51	8	13	21	213	1022	1235	393.94	1256	414.94
UNDERGRADUATES	32	16	135	151	595	1593	2286*	529.95	2437	713.55

*Includes students not reported in previous columns

TABLE II-1-b: Summary - Associate Member Schools - Student Enrollment by Program and Sex to Determine FTE (Fall Term 1982)

		Full-Time			Part-Time				Total	
							Total			
	# Schools Reporting	Men	Women	Total	Men	Women	#	FTE*	#	FTE *
MASTER'S	8	12	56	68	19	324	343	142.25	411	207.25
POST-MASTER'S	3	1	5	6	3	10	13	5.66	19	10.66
DOCTORAL										
OTHER GRADUATES	4	0	1	1	41	171	212	64.40	213	65.40
UNDERGRADUATES	8	23	109	132	6	152	158	28.18	290	148.18

*Does not include Central Missouri

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1982, by Program and Sex to Determine FTE

	MASTER'S												POST-MASTER'S											
	Full-Time			Part-Time							Total		Full-Time			Part-Time							Total	
				Men		Women		Total								Men		Women		Total				
	Men	Women	Total	#	FTE	#	FTE	#	FTE		#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE		#	FTE
Alabama	16	30	46	1	.50	15	7.50	16	8		62	54		1	1			2	1	2	1		3	2
Albany	22	46	68	16	6	59	26.25	75	32.25		143	100.25		2	2			7	5.25	7	5.25		9	7.25
Alberta	11	58	69	4	.80	11	2.80	15	3.60		84	72.60												
Arizona	16	44	60	14	6.90	53	23.90	67	30.80		127	90.80												
Atlanta	5	19	24	8	5	17	8	25	13		49	37						2	1	2	1		2	1
Ball State	10	9	19	1	.44	28	15.20	29	15.64		48	34.64												
Brigham Young	1	5	6	19	10	44	22.42	63	32.42		69	38.42												
British Columbia	20	80	100	1	.34	6	2.66	7	3		107	103						1	.34	1	.34		1	.34
Buffalo	19	73	92	13	4	54	17	67	21		159	113		1	1	1	.50	2	1.50	3	2		4	3
Cal. Berkeley	19	51	70	9	5.75	29	18.25	38	24		108	94	1	3	4	2	1.50	3	1.50	5	3		9	7
Cal. Los Angeles	19	93	112	1	.50	5	2.50	6	3		118	115		2	2								2	2
Casa Western	9	26	35	18	10.83	37	15.42	55	26.25		90	61.25						1	.25	1	.25		1	.25
Catholic																								
Chicago	12	27	39	5	2.67	10	5.33	15	8		54	47	2	1	3			3	2	3	2		6	5
Clarion	10	14	24	6	2.33	20	8.67	26	11		50	35												
Columbia	15	42	57	36	15.75	76	37.40	112	53.15		169	110.15	2	1	3	2	1.25	10	3	12	4.25		15	7.25
Dalhousie	12	53	65	1	.34	4	2.34	5	2.68		70	67.68												
Denver	9	46	55	20	9.83	68	31	88	40.83		143	95.83	1	2	3	1	.25	1	.25	2	.50		5	1.50
Drexel	12	31	43	45	24	142	75	187	99		230	142						3	1	3	1		3	1
Emory	9	28	37	4	2.83	25	11	29	13.83		66	50.83				1	.33	13	3.34	14	3.67		14	3.67
Florida State	9	24	33	6	4.25	55	23.75	61	28		94	61				2	.50	3	1.17	.5	1.67		5	1.67
Geneseo																								

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1982, by Program and Sex to Determine FTE (cont.)

	DOCTORAL											OTHER GRADUATE										
	Full-Time			Part-Time						Total		Full-Time			Part-Time						Total	
				Men		Women		Total							Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Alabama															4	2	27	13.50	31	15.50	31	15.50
Albany												1	2	3	5	2.50	28	10	33	12.50	36	15.50
Alberta																						
Arizona															11		30		41	12.30	41	12.30
Atlanta																						
Ball State															3	1.55	5	3.44	8	4.99	8	4.99
Brigham Young															2	.92	12	3.25	14	4.17	14	4.17
British Columbia																	2	.66	2	.66	2	.66
Buffalo															3	1	11	3	14	4	14	4
Cal. Berkeley	8	8	16	2	1.50	7	5	9	6.50	25	22.50											
Cal. Los Angeles	4	3	7	1	.50	2	1	3	1.50	10	8.50											
Case Western	3	7	10	8	3.33	11	3.22	19	6.55	29	16.55						4	.75	4	.75	4	.75
Catholic																						
Chicago				2	1.33	2	1.33	4	2.66	4	2.66				1	.33			1	.33	1	.33
Clarion													1	1	1	.33			1	.33	2	1.33
Columbia	5	2	7	13	3.25	31	9.25	44	12.50	51	19.50		1	1	8	2.10	25	6.75	33	8.85	34	9.85
Dalhousie																	5	1.67	5	1.67	5	1.67
Denver																						
Drexel	1	2	3	3	1	14	4	17	5	20	8											
Emory															1	.17			1	.17	1	.17
Florida State	1	7	8	4	.75	12	4.08	16	4.83	24	12.83	1		1	1	.75	11	4.08	12	4.83	11	5.83
Geneseo																						

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1982, by Program and Sex to Determine FTE (cont.)

	UNDERGRADUATE										TOTAL										
	Full-Time			Part-Time					Total		Full-Time			Part-Time					Total		Total FTE off campus
				Men		Women		Total						Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	
Alabama				18	4.50	12	3	30	7.50	30	7.50	16	31	47	23	7	56	25	79	32	126	79	16.50
Albany				8		23		31		31		23	50	73	29	?	117	?	146	?	219	?	2
Alberta												11	58	69	4	.80	11	2.80	15	3.60	84	72.60	0
Arizona				42	2.80	118	23.60	160	26.40	160	26.40	16	44	60	67	?	201	?	268	69.50	328	129.50	12.30
Atlanta												5	19	24	8	5	19	9	27	14	51	38	0
Ball State	1	2	3	86	25.33	116	35.2	202	60.53	205	63.53	11	11	22	90	27.32	149	53.84	239	81.16	261	103.16	
Brigham Young				24	1.73	44	4.82	68	6.55	68	6.55	1	5	6	45	12.65	100	30.49	145	43.14	151	49.14	7.80
British Columbia												20	80	100	1	.34	9	3.66	10	4	110	104	
Buffalo												19	74	93	17	5.50	67	21.50	84	27	177	120	0
Cal. Berkeley												28	62	90	13	8.75	39	24.75	52	33.50	142	123.50	
Cal. Los Angeles				32	8	36	9	68	17	68	17	23	98	121	34	9	43	12.50	77	21.50	198	142.50	0
Case Western												12	33	45	26	16.16	53	19.64	79	33.80	124	78.80	0
Catholic																							
Chicago												14	28	42	8	4.33	15	8.66	23	11	65	55	
Clarion		10	10	3	1	34	11.25	37	12.25	47	22.25	10	25	35	10	3.66	54	19.92	64	23.58	99	58.58	0
Columbia												22	46	68	59	22.35	142	56.40	201	78.75	269	146.75	0
Dalhousie												12	53	65	1	.34	9	4.01	10	4.35	75	69.35	0
Denver												10	48	58	21	10.08	69	31.25	90	41.33	148	99.33	
Drexel												13	33	46	48	25	159	80	207	105	253	151	0
Emory												9	28	37	6	3.33	38	14.34	44	17.67	81	54.67	0
Florida State	11	67	78							78	78	22	98	120	13	6.25	81	33.08	94	39.33	214	159.33	19
Geneseo																							

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1982, by Program and Sex to Determine FTE (cont.)

	MASTER'S										POST-MASTER'S									
	Full-Time			Part-Time						Total	Full-Time			Part-Time					Total	
				Men		Women		Total						Men		Women		Total		
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Hawaii	3	19	22	13	7.50	41	22.25	54	29.75	76	51.75									
Illinois	14	49	63	8	5	36	20.58	44	25.58	107	88.58		3	3	3	1.83	8	4.50	11	6.33	14	9.33
Indiana	15	32	47	34	18.58	158	69.75	192	88.33	239	135.33	2	1	3	5	2.17	6	2	11	4.17	14	7.17
Iowa	8	32	40	11	5.33	19	8	30	13.33	70	53.33											
Kent	6	30	36	18	4.53	154	42.52	172	47.05	208	83.05	1		1			2	.80	2	.80	3	1.80
Kentucky	9	22	31	9	6.03	57	38.19	66	44.22	97	75.22											
Long Island																						
Louisiana	11	33	44	2	1	36	14	38	15	82	59											
Maryland	14	48	62	33	13.67	136	74	169	87.67	231	149.67											
McGill	24	102	126	4	1.75	11	3.75	15	5.50	141	131.50											
Michigan	13	38	51	14	7.25	114	54.75	128	62	179	113											
Minnesota	1	13	14	13	6.50	59	29.50	72	36	86	50						1	.50	1	.50	1	.50
Mississippi	2	12	14	2	1	20	9	22	10	36	24											
Missouri	9	29	38	9		48		57	19	95	57											
Montreal	44	105	149	9	3	9	3	18	6	167	155											
North Carolina	23	83	106	4	1.75	17	7.25	21	9	127	115											
N.C. Central	2	13	15	2	1.25	28	18	30	19.25	45	34.25											
N.C. Greensboro	2	5	7	6	2.67	61	25.77	67	28.44	74	35.44											
Northern Illinois	1	8	9	8	2	41	15.92	49	17.92	58	26.92											
North Texas	5	26	31	19	10.33	65	31.66	84	41.99	115	72.99				4	1.33	6	2	10	3.33	10	3.33
Oklahoma	7	15	22	12	5.32	76	33.92	88	39.24	110	61.24											
Peabody	1	16	17	5	2.25	29	13.42	34	15.67	51	32.67				1	.25			1	.25	1	.25
Pittsburgh	14	38	52	10	4	61	24.40	71	28.40	123	80.40		4	4	4	1.60	21	8.40	25	10	29	14
Pratt	12	27	39	30	17	97	52.70	127	69.70	166	108.70				2	1.30	9	5.30	11	6.60	11	6.60
Queens	4	11	15	16	6.50	56	25	72	31.50	87	46.50											

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1982, by Program and Sex to Determine FTE (cont.)

	DOCTORAL										OTHER GRADUATE									
	Full-Time			Part-Time							Full-Time			Part-Time						
				Men		Women		Total						Men		Women		Total		
	Men	Women	Total	#	FTE	#	FTE	#	FTE	Total #	Total FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	Total #	Total FTE
Hawaii												1		1	2	1	11	3.75	13	4.75	14	5.75
Illinois	8	12	20	1	.33	2	1.50	3	1.83	23	21.83				2	.67	1	.67	3	1.34	3	1.34
Indiana	7	5	12	11	1.66	11	3.44	26	5.10	38	17.10				31	9.25	92	24.50	123	33.75	123	33.75
Iowa															3	1	3	1	6	2	6	2
Kent															1	.13	41	5.62	42	5.55	42	5.55
Kentucky													1	1	1		18		19		20	
Long Island																						
Louisiana															4	1.67	30	10.67	34	12.33	34	12.33
Maryland	3	2	5			5	2.33	5	2.33	10	7.33		1	1	6	2.67	31	12	37	14.67	38	15.67
McGill															1	.25	5	1.25	6	1.50	6	1.50
Michigan	6	8	14	1	.38	2	.25	3	.63	17	14.63				7	1.92	42	9.50	49	11.42	49	11.42
Minnesota		1	1	4	2			4	2	5	3				1	.50	4	2	5	2.50	5	2.50
Mississippi																						
Missouri																						
Montreal																	5	1.67	5	1.67	5	1.67
North Carolina	4	5	9	5	1.50			5	1.50	14	10.50				2	.50	16	4	18	4.50	18	4.50
N.C. Central															1	.75	5	2.75	6	3.50	6	3.50
N.C. Greensboro															4	1.33	36	12	40	13.33	40	13.33
Northern Illinois												1	1	2	10	3.50	60	16.75	70	20.25	72	22.25
North Texas	1	1	2	1	1.66	11	5.66	14	7.32	16	9.32						21	7.66	21	7.66	21	7.66
Oklahoma																	1	.33	1	.33	1	.33
Peabody															2	.50	8	2.08	10	2.58	10	2.58
Pittsburgh	12	10	22	6	2.40	19	7.60	25	10	47	32											
Pratt																						
Queens															11	4.25	40	14.50	51	18.75	51	18.75

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1982, by Program and Sex to Determine FTE (cont.)

	UNDERGRADUATE										TOTAL										
	Full-Time			Part-Time					Total		Full-Time			Part-Time					Total		Total FTE off campus
				Men		Women		Total						Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	
Hawaii												4	19	23	15	8.50	52	26	67	34.50	90	57.50	0
Illinois												22	64	86	14	7.83	47	27.25	61	35.08	147	121.08	0
Indiana				29	4.75	67	6.90	96	11.65	96	11.65	24	38	62	112	36.41	316	106.59	448	143	510	205	62,50
Iowa				32	8	45	11.50	77	19.50	77	19.50	8	32	40	46	14.33	67	20.50	113	34.83	153	74.83	0
Kent												7	30	37	19	4.66	197	48.74	216	53.40	253	90.40	22.40
Kentucky				6		101		107		107		9	23	32	16		176		192		224		6.46
Long Island																							24.25
Louisiana												11	33	44	6	2.67	66	24.67	72	27.33	116	71.33	
Maryland	1	8	9							9	9	18	59	77	39	16.33	172	88.33	211	104.67	288	181.67	6
McGill												24	102	126	5	2	16	5	21	7	147	133	
Michigan						12	2.58	12	2.58	12	2.58	19	46	65	22	9.55	170	67.08	192	76.63	257	141.63	13.08
Minnesota				1	.50	3	1.50	4	2	4	2	1	14	15	19	9.50	67	33.50	86	43	101	58	0
Mississippi												2	12	14	2	1	20	9	22	10	16	24	3
Missouri									11.86		11.86	9	29	38							?	?	5.50
Montreal												44	105	149	9	3	14	4.67	23	7.67	172	156.67	0
North Carolina				5	1.25	50	12.50	55	13.75	55	13.75	27	88	115	16	5	83	23.75	99	28.75	214	143.75	0
N.C. Central				1	.25	26	6.50	27	6.75	27	6.75	2	13	15	4	2.25	59	27.25	63	29.50	78	44.50	
N.C. Greensboro												2	5	7	10	4	97	37.77	107	41.77	114	48.77	0
Northern Illinois				4	11	5	1.75	9	2.75	9	2.75	4	7	11	22	6.50	106	34.42	128	40.92	139	51.92	14.50
North Texas				4	1.75	13	4	17	5.75	17	5.75	6	27	33	30	15.07	116	50.98	146	66.05	179	99.05	
Oklahoma				31	7.75	72	18	103	25.75	103	25.75	7	15	22	43	13.07	149	52.25	192	65.32	214	87.32	7.93
Peabody												3	14	17	8	3	37	15.50	45	18.50	62	33.50	0
Pittsburgh												26	52	78	20	8	101	40.40	121	48.40	199	126.40	0
Pratt												12	27	39	12	18.30	106	58	138	76.30	177	115.30	12.30
Queens				1		1		2		2		6	11	15	28	?	97	?	125	?	140	?	2.25

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1982, by Program and Sex to Determine FTE (cont.)

	MASTER'S											POST-MASTER'S									
	Full-Time			Part-Time						Total		Full-Time			Part-Time					Total	
				Men		Women		Total							Men		Women		Total		
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Rhode Island	4	23	27	17	8	135	40	152	48	179	75				1	.33	2	.67	3	1	3	1
Rosary	12	26	38	15	7	127	51.33	142	58.33	180	96.33						1	.33	1	.33	1	.33
Rutgers	9	51	60	27	24.61	149	137.98	176	162.59	236	222.59				1	.25	3	1.12	4	1.37	4	1.37
St. John's	3	11	14	19	8.25	43	19.75	62	28	76	42		1	1			6	1.50	6	1.50	7	2.50
San Jose	15	30	45	5		106		111		156	67.30											
Simmons	9	29	38	38	12.67	219	73	257	85.67	295	123.67											
South Carolina	7	32	39	5	2.20	84	36.30	89	38.50	128	77.50	1		1		1	1	.25	2	1.25	2	2.25
South Florida	5	22	27	32	15.80	154	59.90	186	75.7	213	102.70						1	.44	1	.44	1	.44
So. California																						
So. Connecticut	6	26	40	9	4.62	83	36.96	92	41.58	132	81.58				1	.66	4	1.98	5	2.64	5	2.64
So. Mississippi	4	11	15	10	3.67	49	19	59	22.67	74	37.67											
Syracuse	14	17	31	13	6.50	37	19.50	50	26	81	57											
Tennessee	4	23	27	12	5.30	28	11	40	16.30	67	45.30											
Texas	15	58	73	8	4.33	26	13.67	34	18	107	91		2	2	1	.33	6	2.33	7	2.67	9	4.67
Texas Woman's	2	10	12	5	2.99	98	43.33	103	46.32	135	78.32											
Toronto	34	117	151	2	.60	16	5.30	18	5.90	169	156.90							*				
Washington	25	84	109	1	.34	12	6.72	13	7.06	122	116.06											
Wayne State	8	14	22	9	4.50	92	45	101	49.50	123	71.50				1	.50	2	1	3	1.50	3	1.50
Western Michigan	7	12	19	10	4.88	42	17.88	52	22.76	71	41.76											
Western Ontario	29	96	125	14	3.50	76	19	90	22.50	215	147.50											
Wisconsin-Madison	12	43	55	13	5.89	48	24.30	61	30.19	116	85.19						2	1	2	1	2	1
Wisconsin-Milwaukee	14	33	47	12	3.50	67	22.25	79	25.75	126	72.75		2	2			6	1.75	6	1.75	8	1.75

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1982, by Program and Sex to Determine FTE (cont.)

	DOCTORAL												OTHER GRADUATE											
	Full-Time			Part-Time						Total			Full-Time			Part-Time						Total	
				Men		Women		Total								Men		Women		Total				
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE		Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	
Rhode Island																7	3	42	17	49	20	49	20	
Rosary																		15	5.33	15	5.33	15	5.33	
Rutgers	3	2	5	26		31		57		62				1	1	10	2.88	77	17.12	87	20	88	21	
St. John's																		3	.75	3	.75	3	.75	
San Jose																								
Stevens	1	2	3	4	1.33	7	2.33	11	3.67	14	6.67			1	1	3	1	12	4	15	5	16	6	
South Carolina																								
South Florida													1	1	2	14	5	43	18.10	57	23.10	59	25.10	
So. California																								
So. Connecticut														1	1	7	2.33	27	9.57	34	11.88	35	12.88	
So. Mississippi																2	1.33	17	10.67	19	12	19	12	
Syracuse	3	6	9	2	1	3	1.50	5	2.50	14	11.50					20	5	59	16.25	79	21.25	79	21.25	
Tennessee																1	.30	4	2	5	2.30	5	2.30	
Texas	1	4	5	2	1	1	.33	3	1.33	8	6.33		1	1	2	4	1.33	18	7	22	8.33	24	10.33	
Texas Women's		6	6	2	.66	13	5.88	15	6.54	21	12.54													
Toronto	1	6	7	2	.60			2	.60	9	7.60							1	1	1	1	1	1	
Washington																3	1	11	4	14	5	14	5	
Wayne State																								
Western Michigan																2	.66	16	6.22	18	6.88	18	6.88	
Western Ontario	4	4	8	2	.50	3	.75	5	1.25	13	9.25							2	.50	2	.50	2	.50	
Wisconsin-Madison	4	7	11	1	.33	3	1	4	1.33	15	12.33		2	1	3	7	2.33	30	10.11	37	12.44	40	15.44	
Wisconsin-Milwaukee																4	1	13	3.75	17	4.75	17	4.75	

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1982, by Program and Sex to Determine FTE (cont.)

	UNDERGRADUATE											TOTAL										
	Full-Time			Part-Time						Total		Full-Time			Part-Time					Total		Total FTE off campus
				Men		Women		Total							Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	
Rhode Island												4	23	27	25	11.33	179	57.67	204	69	231	96	25
Rosary												12	26	38	15	7	143	56.99	158	63.99	196	101.99	1.33
Rutgers												12	54	66	64	?	260	?	324	?	390	?	
St. John's												3	12	15	19	8.25	52	22	71	30.25	86	45.25	
San Jose												15	30	45	5		106		111		156	67.10	0
Simmons												10	32	42	45	15	238	79.33	283	94.33	325	136.33	0
South Carolina				1	.25	84	21	85	21.25	85	21.25	8	32	40		3.45	169	57.55		61		101	
South Florida				17	5.70	19	6.30	36	12	36	12	6	23	29	63	26.50	217	84.74	280	111.24	309	140.24	61.01
So. California																							
So. Connecticut	1	14	15	75	18.75	139	34.75	214	53.50	229	68.50	7	49	56	92	26.34	253	83.26	345	109.60	401	165.60	8.94
So. Mississippi	1	2	3	14	2.25	48	14.75	62	17	65	20	5	13	18	26	7.25	114	44.42	140	51.67	158	69.67	11.92
Syracuse				34	9	43	12	77	21	77	21	17	23	40	69	21.50	142	49.25	211	70.75	251	110.75	0
Tennessee								98		98	32.60	4	23	27	?	?	?	?	143	?	170	80.20	0
Texas				86	21.50	358	89.50	444	111	444	111	17	65	82	101	28.50	409	112.83	510	141.33	592	223.33	0
Texas Woman's		39	39			17	9.50	17	9.50	47	39.50	2	66	68	7	3.65	128	58.71	135	62.36	203	140.16	0
Toronto												35	123	158	4	1.20	19	6.30	23	7.50	181	165.50	0
Washington				2	.50	18	4.10	20	4.60	20	4.60	25	84	109	6	1.84	41	14.82	47	16.66	156	125.66	0
Wayne State	1		1			8	2	4	2	5	3	9	14	23	10	5	98	48	108	53	131	76	7
Western Michigan		1	1			25	10.11	25	10.11	26	11.11	7	13	20	12	5.54	83	36.21	95	39.75	115	59.75	24.88
Western Ontario				2	.50	4	1	6	1.50	6	1.50	33	100	133	18	4.50	85	21.25	103	25.75	216	158.75	12.75
Wisconsin-Madison				2	.50	10	2.75	12	3.25	12	3.25	18	51	69	23	9.05	93	39.16	116	48.21	185	117.21	0
Wisconsin-Milwaukee		1	1	35	5	46	5.67	81	10.67	82	11.67	14	36	50	51	9.50	132	33.42	183	42.92	233	92.92	1.50

TABLE II-1-d: Associate Member Schools - Student Enrollment, Fall Term 1982, by Program and Sex to Determine FTE

	MASTER'S											POST-MASTER'S										
	Full-Time			Part-Time						Total		Full-Time			Part-Time						Total	
				Men		Women		Total							Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Appalachian State	1	9	10			48	31.50	48	31.50	58	41.50	1	4	5	1	.75	6	4.25	7	5	10	12
Baylor		3	3	1	.25	7	2.50	8	2.75	11	5.75											
Central Missouri	1	2	3	2		10		12		15			1	1			4		4		5	
Emporia	9	24	33	5	4.20	53	25.60	58	29.80	91	62.80											
Kutztown		2	2	1	1	29	10.67	32	11.67	34	13.67											
St. Cloud	1	10	11	4	2.10	12	6.30	16	8.40	27	19.40				2	.66			2	.66	2	.66
Sam Houston		2	2	2	.50	153	48.25	155	48.75	157	50.75											
Shippensburg		4	4	2	1.34	12	8.04	14	9.38	18	13.38											
W. Maryland																						

TABLE II-1-d: Associate Member Schools - Student Enrollment, Fall Term 1982, by Program and Sex to Determine FTE (cont.)

	DOCTORAL												OTHER GRADUATE									
	Full-Time			Part-Time						Total			Full-Time			Part-Time					Total	
				Men		Women		Total								Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE		Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Appalachian State																							
Baylor														1	1			2	.50	2	.50	1	1.50
Central Missouri																		2		2		2	
Emporia																15	5.30	124	42.60	139	47.90	139	47.90
Kutztown																							
St. Cloud																26	5	43	11	69	16	69	16
Sam Houston																							
Shippensburg																							
W. Maryland																							

TABLE II-1-d: Associate Member Schools - Student Enrollment, Fall Term 1982, by Program and Sex to Determine FTE (cont.)

	UNDERGRADUATE											TOTAL										
	Full-Time			Part-Time						Total		Full-Time			Part-Time					Total		Total FTE off campus
	Men	Women	Total	Men		Women		Total				Men	Women	Total	Men		Women		Total			
				#	FTE	#	FTE	#	FTE	#	FTE				#	FTE	#	FTE	#	FTE	#	FTE	
Appalachian State		11	11			1	.75	1	.75	12	11.75	2	24	26	1	.75	55	16.50	56	17.25	82	61.25	0
Baylor		10	10							10	10		14	14	1	.25	9	3	10	3.25	24	17.25	0
Central Missouri	1	11	12			2		2		14		2	14	16	2		18		20		36		3
Emporia				2	.26	55	7.33	57	7.59	57	7.59	9	24	33	22	9.76	232	75.53	254	85.29	287	118.29	61
Kutztown	10	38	48	2	.67	5	1.67	7	2.33	55	50.33	10	40	50	5	1.67	34	12.33	39	14	89	64	0
St. Cloud	11	16	27							27	27	12	26	38	32	7.76	55	17.30	87	25.06	125	61.06	9.60
Sam Houston				2	.50	86	15	88	15.50	88	15.50		2	2	4	1	239	63.25	243	64.25	245	66.25	15
Shippensburg	1	23	24			3	2.01	3	2.01	27	26.01	1	27	28	2	1.34	15	10.05	17	11.39	45	39.39	0
W. Maryland																							

TABLE II-1-e: Member Schools - Undergraduate Library Science Majors Enrolled Full-time and Part-time by Sex (Fall Term 1982)

	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Brigham Young		6	6	1	.90	5	2.25	6	3.15	12	9.15
Clarion		10	10	1	.50	24	9.75	25	10.25	35	20.25
Florida State	11	67	78							78	78
Maryland	3	29	32							32	32
North Texas				4	1.75	13	4	17	5.75	17	5.75
So. Connecticut	1	14	15	1	.50	9	3.50	10	4	25	19
So. Mississippi	1	2	3	4	1.33	29	13.17	33	14.50	36	17.50
Tennessee										98	33
Texas Woman's		30	30			17	9.50	17	9.50	47	39.50

TABLE II-1-f: Associate Member Schools - Undergraduate Library Science Majors Enrolled Full-time and Part-time by Sex (Fall Term 1982)

	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Appalachian State		11	11			1	.75	1	.75	12	11.75
Baylor		10	10							10	10
Central Missouri											
Emporia											
Kutztown	10	38	48	2	.67	5	1.67	7	2.34	55	50.34
St. Cloud											
Sam Houston											
Shippensburg	1	23	24			3	2.01	3	2.01	27	26.01
W. Maryland											

Number of Classes by Number of Students Enrolled

Schools were asked to indicate the number of classes or sections of classes by number of students enrolled. Class sizes were divided into 11 categories. Sixty-two member schools and five associate member schools supplied all or part of the data requested for Tables II-2-a and II-2-b.

Figures for Pittsburgh include only courses taught by instructors in the Department of Library Science. Southern Connecticut is represented by graduate library science courses only, and the Ball State count is limited to graduate students. Missouri noted undergraduate library science courses in Library Skills (16 sections of 352 students) which apparently are not included in the Table.

Schools were requested not to include individual study programs in the category 1-5, but to indicate such programs separately. Forty-eight member schools and one associate member school provided information on individual study programs. Because some schools took the request to mean the number of programs offered and others the number of students engaged in such programs, a total for the actual number of students enrolled in individual study programs in Fall Term 1982 would not be meaningful. However, the individual studies in which students were involved included Cooperative Education, Directed Reading, Directed Research, Dissertation Research, Doctoral Seminar, Field Study, Individual Study, Internships, Practicum, Special Studies, Thesis Research, and variations of these terms.

Six member schools reported that the category over 50 included Core or Required Courses (5 schools) and Undergraduate Service Courses (1 school). One associate member school reported a course taught by TELENET and an undergraduate course in Children's Literature.

TABLE II-2-a: Member Schools - Number of Classes or Sections of Classses by Number of Students Enrolled (Fall Term 1982)

	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
Alabama	8	6	5	1	1						
Albany	9	10	7	5	3	1			1	2	
Alberta	2	2	3	5	3	1	6				
Arizona	1	6	4	1	4	3	4				
Atlanta	3	1	5	2							
Ball State	4	4	8								
Brigham Young	1	8	7	6			1	1			
British Columbia											
Buffalo		3	4	2	1		2	2	2		1
Cal. Berkeley											
Cal. Los Angeles	9	7	12	4	1		1				
Case Western	8	8	5	3	1		1	1			
Catholic											
Chicago	5		1				1	1		1	
Clarion	2	4	6	2	1						
Columbia	6	7	3	9	6	2	2	1	1		
Dalhousie	5	3	4	1	1			6			
Denver	5	3	5	1	2		1		3		
Drexel		2	2	6	6	2				1	
Emory	10	17	18	6	2	1					
Florida State	4	9	8	3	3	2	1				
Geneseo											
Hawaii	2	3	5	5	1						
Illinois	1	10	4	4	3	4	1			1	
Indiana	10	10	9	8	4	9	2				
Iowa	3	5	1	3	3	2	2				
Kent	5	7	11	7	3	3					
Kentucky	2	3	7	3	2		3				
Long Island	5	12	12	9							
Louisiana	4	7		1	3	1	1				
Maryland	5	8	10	4	3	3	2				
McGill	1	1	2	3	3	1				1	5
Michigan	3	17	7	3	5	3	1	1	2		

TABLE II-2-a: Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled (cont.) (Fall Term 1982)

	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
Minnesota	3	1	2		1	1					
Missouri	11	6	4	3	2			1			
Mississippi	12	5	1								
Montreal	3	1	2			1	4	1			6
North Carolina	4	8	4	4	2		1				2
N.C. Central	17		2	3	2						
N.C. Greensboro	10	18	7	1	1						
Northern Illinois	7	6	4	5							
North Texas	7	7	4	4		1	1	1			
Oklahoma	6	3	3	4	5						
Peabody	5	3	4	4							
Pittsburgh	7	7	5	4	2	2					
Pratt		4	3	3	2	7					
Queens	5	7	5	5							
Rhode Island											
Rosary		5	5	6	2	2					
Rutgers	9	30	26	20	12	13	8				
St. John's	7	6	7	1							
San Jose		12	6	8							
Simmons											
South Carolina	9	10	2		1	3	1				
South Florida		8	4		1	7	1	1		1	
So. California											
So. Connecticut			4	7	2	1	2				
So. Mississippi	2	7	6	2	1						
Syracuse	3	8	9	4		2		1			
Tennessee	11	7	4	3	1	2	1				
Texas	5	9	8	1	2	1	1				2
Texas Woman's	3	12	8	4	1						
Toronto	14	13	12	12	9	4	2	3		1	
Washington		3	4	1	3						2
Wayne State	1	12	6	2							
Western Michigan		4	2	6	2	1					
Western Ontario	2	2	1	3	4	4	5	5	2		
Wisconsin-Madison	4	6	11	2	3	1	1				
Wisconsin-Milwaukee	1	6	6	4	6	2					

TABLE II-2-b: Associate Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled (Fall Term 1982)

	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
Appalachian State	3	5	3	4	3						
Baylor	5	4		1	1		2				
Central Missouri											
Emporia	4	8	3	4							2
Kutztown		4	2	2		1		2			
St. Cloud											
Sam Houston											
Shippensburg	1	4			2						
W. Maryland											

Degrees and Certificates Awarded by Ethnic Background

The schools were requested to give the number of degrees and certificates awarded, including those in summer session, by sex and ethnic origin, to United States and Canadian citizens, permanent residents or landed immigrants, and foreign students. Information given was based on the Committee on Accreditation report for 1981-82. The five categories for defining ethnic origin were those of the U.S. Department of Labor: American Indian or Alaskan Native (AI); Asian or Pacific Islander (AP); Black (B); Hispanic (H); and White (W). Foreign students were defined as all students who are not citizens, permanent residents, or landed immigrants. Canadian schools were not asked to supply data on ethnic background.

Sixty-five member schools responded. Of these, 54 were able to supply ethnic background for some or all of the degrees awarded. Table II-3-a is a summary of Tables II-3-c and II-3-d for member schools. Table II-3-b is a summary of Table II-3-e for associate member schools. Totals include students not identified by ethnic origin.

The Pittsburgh total includes only degrees awarded in the Department of Library Science. Southern Conneticut did not include in its report 11 degrees in instructional technology. Two students reported by Washington and included in the Tables were awarded the Master of Law Librarianship degree.

Totals only are given for Florida State and Tennessee as no breakdown by sex was provided. Among the associate member schools, Central Missouri and Kutztown did not differentiate by sex and therefore only totals for these two schools are given.

TABLE II-3-a: Summary - Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (Fall Term 1981-82)

	# Schools Reporting	MALE							FEMALE							TOTAL**
		AI	AP	B	H	W	F	Total*	AI	AP	B	H	W	F	Total*	
BACHELOR'S	7					2		2	1		4	1	67	1	74	76
MASTER'S	65	1	7	17	11	466	43	702	4	48	103	26	2292	85	3217	4028
POST-MASTER'S	28					12	1	14	1	1	4		19	2	35	50
DOCTORAL	33		2			9	4	26			3		21	7	43	74

*Includes students not identified by ethnic origin
**Includes students not identified by ethnic origin and/or sex

TABLE II-3-b: Summary - Associate Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (Fall Term 1981-82)

	# Schools Reporting	Male							Female							TOTAL*
		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
BACHELOR'S	5			1				1					23		23	51
MASTER'S	7				1	9	2	12		3	2		78		83	118
POST-MASTER'S	2												2		2	6
DOCTORAL	0															

*Includes students not identified by ethnic origin and sex

TABLE II-3-c: Member Schools - Bachelor's Degrees Awarded by Sex and Ethnic Origin (Fall Term 1981-82)

	BACHELOR'S														
	Male							Female							TOTAL #
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Atlanta												3		3	3
Ball State												5		5	5
Clarion												7		7	7
So. Connecticut												17		17	17
So. Mississippi										2		12		14	14
Texas Woman's								1		2	1	11	1	16	16
Western Michigan					2		2					12		12	14

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1981-82)

	MASTER'S														POST-MASTER'S													
	Male							Female							TOTAL #	Male							Female							TOTAL #
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Alabama									2	3				5	5						1	1								1
Albany					18	1	19					62	3	65	84												1		1	1
Alberta							5							32	37															
Arizona					7		7					44		44	51															
Atlanta			3				3		1	20				21	24					1		1			3				3	4
Ball State					5		5			1		29		30	35															
Brigham Young					11		11		1			18		19	30															
British Columbia							15							47	62															
Buffalo		1	1		19	2	23		4	2		47	3	56	79															
Cal. Berkeley																														
Cal. Los Angeles				1	6		7				2	35	5	42	49															
Case Western							19							68	87															
Catholic																														
Chicago					14		14		1	1		21	1	24	38															
Clarion					3	2	5					27	1	28	33															
Columbia				1	15		16		6	2		71		79	95					4		4	1				2		3	7
Dalhousie							3							26	29															
Denver					11	1	12	1		3	2	71	2	79	91													1	1	1
Drexel		1	2		18	2	23		2	4		76	2	84	107												5		5	5
Emory			1		4		5			1		39	1	41	46					1		1					1		1	2
Florida State															76															1
Geneseo																														
Hawaii		1	-		5	1	7		13			27	7	47	54															

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1981-82) (cont.)

	DOCTORAL															TOTAL														
	Male							Female							TOTAL #	Male							Female							TOTAL #
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Alabama																					1	1		2	3			5	6
Albany																				18	1	19					63	3	66	85
Alberta																						5							32	37
Arizona																				7		7					44		44	51
Atlanta																		3		1		4		1	23		3		27	31
Ball State																				5		5			1		34		35	40
Brigham Young												3		3	3					11		11		1			21		22	33
British Columbia																						15							47	62
Buffalo												1		1	1		1	1		19	2	23		4	2		48	3	57	80
Cal. Berkeley																														
Cal. Los Angeles						1	1								1				1	6	1	8				2	35	5	42	50
Case Western							2								2							21							68	89
Catholic																														
Chicago					1		1					2		2	3					15		15		1	1		23	1	26	41
Clarion																				3	2	5					34	1	35	40
Columbia					1		1			2		4		6	7				1	20		21	1	6	4		77		88	109
Dalhousie																						3							26	29
Denver																				11	1	12	1		3	2	71	3	80	92
Drexel					1		1					1	1	2	3		1	2		19	2	24		2	4		82	3	91	115
Emory																		1		5		6			1		40	1	42	48
Florida State															5															82
Geneseo																														
Hawaii																	1			5	1	7		13			27	7	47	54

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1981-82) (cont.)

	MASTER'S														POST-MASTER'S													
	Male							Female						TOTAL #	Male							Female						TOTAL #
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Illinois	1	1			10	2	14			1		47	4	52	66					1		1					2		2	3
Indiana			1		15	6	22				1	68	7	76	98												4		4	4
Iowa					15	1	16		1			30		31	47															
Kent					15		15		1	2	1	80		84	99										1				1	1
Kentucky					7		7					56		56	63															
Long Island					9		9		1	1	1	65	1	69	78					1		1					1		1	2
Louisiana					4		4			1	1	28	1	31	35															
Maryland			2		12	3	17		1	4	1	90	2	98	115															
McGill							8							36	44															
Michigan		1	1	1	19	4	26		4	4	3	105	4	120	146															
Minnesota				2	9		9					22		22	31															
Mississippi					3		3			1		13		14	17															
Missouri		1	2	1	13	1	18			1	2	46	1	50	68															
Montreal						3	20						1	53	73															
North Carolina			1		9		10			1		45	2	48	58															
N.C. Central					2	1	3			12		9	2	23	26															
N.C. Greensboro					6		6			1		28		29	35															
Northern Illinois					4		4		1	1		21		23	27															
North Texas				1	14	1	16		1	1		49	3	54	70					1		1		1					1	2
Oklahoma								1		1		18		20	20															
Peabody					6		6			2		41	4	47	53															
Pittsburgh							20							79	99														5	5
Pratt		1	1	1	12		15			12		34		46	61					2		2								2

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1981-82) (cont.)

	DOCTORAL															TOTAL														
	Male							Female							TOTAL #	Male							Female							TOTAL #
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Illinois					1		1						1	1	2	1	1			12	2	16			1		49	5	55	71
Indiana						1	1			1		1	1	3	4			1		15	7	23			1	1	73	8	83	106
Iowa																				15	1	16		1			30		31	47
Kent																				15		15		1	3	1	80		85	100
Kentucky																				7		7					56		56	63
Long Island																				10		10		1	1	1	66	1	70	80
Louisiana																				4		4			1	1	28	1	31	35
Maryland													3	3	3			2		12	3	17		1	4	1	90	5	101	118
McGill																						8							36	44
Michigan		1				2	3					3		3	6		2	1	1	19	6	29		4	4	3	108	4	123	152
Minnesota																				9		9					22		22	31
Mississippi																				3		3			1		13		14	17
Missouri																	1	2	1	13	1	18			1	2	46	1	50	68
Montreal																					3	20						1	53	73
North Carolina												1		1	1			1		9		10			1		46	2	49	59
N. C. Central																				2	1	3			12		9	2	23	26
N.C. Greensboro																				6		6			1		28		29	35
Northern Illinois																				4		4		1	1		21		23	27
North Texas												2		2	2				1	15	1	17		2	1		51	3	57	74
Oklahoma																1							1		1		18		20	20
Peabody																				6		6			2		41	4	47	53
Pittsburgh							7							9	16							27							93	120
Pratt																	1	1	1	14		17			12		34		46	63

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1981-82) (cont.)

	MASTER'S															POST-MASTER'S														
	Male							Female							TOTAL #	Male							Female							TOTAL #
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Queens				1	3		4		3		1	21		25	29															
Rhode Island					11		11			1		40		41	52															
Rosary			2	1	7		10					55		55	65												1	1	1	
Rutgers							18							91	109							1						3	4	
St. John's				1	2	3	6			3	1	6	2	12	18															
San Jose					11		11					69	3	72	83															
Simmons					25	2	27			2		155	9	166	193															
South Carolina					5		5		1	7		42		50	55															
South Florida					5		5			1		54		55	60												1		1	1
So. California																														
So. Connecticut					5		5		1			52		53	58												2		2	2
So. Mississippi					8		8			2		20		22	30															
Syracuse					13	3	16		1			43	1	45	61					1		1								1
Tennessee															33															
Texas					16	1	17		-		4	56	1	61	78															
Texas Woman's					1		1	2		2	3	37	1	45	46															
Toronto							12							82	94															
Washington					8		8				2	46	2	50	58															
Wayne State							12							45	57															
Western Michigan					7	2	9		1		1	41	2	45	54															
Western Ontario							28							101	129															
Wisconsin-Madison				2	12		14					59	6	65	79															
Wisconsin-Milwaukee					7	1	8		1	2		34	1	38	46															

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1981-82) (cont.)

	DOCTORAL														TOTAL	TOTAL													TOTAL
	Male							Female							#	Male							Female						#
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Queens																			1	3		4		3		1	21		25	29
Rhode Island																				11		11			1		40		41	52
Rosary																		2	1	7		10					55	1	56	66
Rutgers							1							3	4							20							97	117
St. John's																			1	2	3	6			3	1	6	2	12	18
San Jose																				11		11					69	3	72	83
Simmons		1					1						1	1	2		1			25	2	28			2		155	10	167	195
South Carolina																				5		5		1	7		42		50	55
South Florida																				5		5			1		55		56	61
So. California																														
So. Connecticut																				5		5		1			71		72	77
So. Mississippi																				8		8			4		32		36	44
Syracuse					2		2					1		1	3					16	3	19		1			44	1	46	65
Tennessee																														33
Texas					1		1								1					17	1	18				4	56	1	61	79
Texas Woman's												1		1	1					1		1	3		4	4	49	2	62	63
Toronto					1		1								1							13							82	95
Washington																				8		8				2	46	2	50	58
Wayne State																						12							45	57
Western Michigan																				9	2	11		1		1	53	2	57	68
Western Ontario							1								1							29							101	130
Wisconsin-Madison					1		1					1		1	2				2	13		15					60	6	66	81
Wisconsin-Milwaukee																				7	1	8		1	2		34	1	38	46

TABLE II-3-e: Associate Member Schools - Degrees* and Certificates Awarded by Sex and Ethnic Origin (1981-82)

	BACHELOR'S														MASTER'S													
	Male							Female							TOTAL #	Male							Female						TOTAL #
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Appalachian State												7		7	7										2		17		19	19
Baylor												7		7	7												4		4	4
Central Missouri																													12
Emporia																				8	2	10		3			40		43	53
Kutztown															27														11
St. Cloud																			1	1		2					10		10	12
Sam Houston																													
Shippensburg			1				1					9		9	10												7		7	7
W. Maryland																													

*No doctoral degrees reported

TABLE II-3-e: Associate Member Schools - Degrees* and Certificates Awarded by Sex and Ethnic Origin (1981-82) (cont.)

	POST-MASTER'S															TOTAL													
	Male							Female							TOTAL #	Male							Female						TOTAL #
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Appalachian State																									2		24		26	26
Baylor												2		2	2												13		13	13
Central Missouri															4															16
Emporia																				8	2	10		3			40		43	53
Kutztown																														38
St. Cloud																			1	1		2					10		10	12
Sam Houston																														
Shippensburg																		1				1					16		16	17
W. Maryland																														

*No doctoral degrees reported

Number of Students by Sex and Ethnic Origin

Tables II-4-a, II-4-b, II-4-c, and II-4-d in the section of the survey concerned with profile of the student body classify students by sex and ethnic origin. Figures are based on the number of students (citizens and permanent residents only) officially enrolled in Fall Term 1982. Canadian schools were not asked to supply the ethnic breakdown.

The definitions of the degrees for which the students were working were based on the definitions used in the COA Annual Report for Continuing Review (see page S-2 above). The definitions of the categories used in the breakdown by ethnic origin are those developed by the U.S. Department of Labor (see page S-20 above).

The following summary Tables include the number of schools replying to each part of the request. The figures include 18 students in Syracuse's IRM program. Students in Buffalo's cooperative doctorate are not included.

TABLE II-4-a: Summary - Member Schools - Number of Students by Sex and Ethnic Origin (Fall Term 1982)

	# Schools Reporting	Male							Female						
		AI	AP	B	H	W	NA	Total*	AI	AP	B	H	W	NA	Total*
MASTER'S	63	3	25	66	17	1067	278	1414	7	98	203	59	4467	1258	6092
POST MASTER'S	32		3	4		32	4	45	1	2	9	2	93	44	151
DOCTORAL	22		4	7	3	106	75	145	2	5	29	7	187	42	272
OTHER GRADUATE	42		4	2	5	93	69	173		10	19	5	449	343	826
UNDERGRADUATE	26	1	7	24	4	266	182	484	1	9	60	6	636	663	1375

*Includes students not identified by ethnic origin

TABLE II-4-b: Summary - Associate Member Schools - Number of Students by Sex and Ethnic Origin (Fall Term 1982)

	# Schools Reporting	Male							Female							
		AI	AP	B	H	W	NA	Total*	AI	AP	B	H	W	NA	Total*	
MASTER'S	8					27	5	32		1	4	2	199	168	374	
POST-MASTER'S	3				1	3		4			1	1	13		15	
DOCTORAL																
OTHER GRADUATES	4					26	15	41			1		47	124	172	
UNDERGRADUATES	7			1		24		25			2		182		184	

*Includes students not identified by ethnic origin

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1982
(Citizens and Permanent Residents Only)

	MASTER'S														POST-MASTER'S													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Alabama		2					2		5					5			1				1							
Albany			1		32		33			2	1	102		105					2		2				1	6		7
Alberta						15	15						69	69														
Arizona					30		30		2		2	93		97														
Atlanta			10		3		13			29		7		36								1		1				2
Ball State		1	2		8		11					37		37														
Brigham Young					22		22		1			47		48														
British Columbia																												
Buffalo		2			29		31		2	3		105		110					1		1		1			1		2
Cal. Berkeley																												
Cal. Los Angeles				1	19		20	1	6	1	4	86		98										1		1		2
Case Western			1		9		10		1	9		41		51												1		1
Catholic																												
Chicago					17		17		1			36		37					2		2					4		4
Clarion			1		15		16		1	1		32		34														
Columbia			1		47		48		3	5	5	99		112					4		4		1			10		11
Dalhousie						12	12						53	53														
Denver	1	6	3		19		29	1	6	2	4	101		114		1			1		2					3		3
Drexel					56		56			7		160		167					2		2						10	10
Emory					13		13			1	1	51		53					1		1					13		13

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1982 (cont.)
(Citizens and Permanent Residents Only)

	DOCTORAL														OTHER GRADUATE														UNDERGRADUATE													
	Male							Female							Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Alabama																															5			5			4				4
Albany																		8		8					22		22					8		8					23		23
Alberta																																									
Arizona																			11	11						30	30						42	42						118	118
Atlanta																																									
Ball State																		3		3					5		5														
Brigham Young																		1		1		1			8		9	1	4			64		69	1	6			66		73
British Columbia																																									
Buffalo																		3		3					11		11														
Cal. Berkeley																																									
Cal. Los Angeles				1	4		5					5		5																											
Case Western					2		2			3		11		14											4		4														
Catholic																																									
Chicago					2		2					2		2					1		1																				
Clarion																														1			2		3		2	2		40		44
Columbia		1			16		17	1		1	1	20		31					5	3	8		2	1	2	20		25													
Dalhousie																																									
Denver																																									
Drexel					1		1			2		13		15																										
Emory																																1		1							

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1982 (cont.)
(Citizens and Permanent Residents Only)

	MASTER'S													POST-MASTER'S													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Florida State					15		15			5	3	64		72					2		2					1		1
Geneseo																												
Hawaii		4		2	10		16		27		1	32		60														
Illinois		1			19		20		3	1	1	68		73		1			2		3			1		5		6
Indiana					49		49		2	1	1	186		190		1	2		4		7					8		8
Iowa			1		18		19			3		47		50														
Kent					24		24		3	6		175		184					1		1					2		2
Kentucky					18		18			3		76		79														
Long Island						26	26						176	176													4		4
Louisiana					13		13			6	2	52		60														
Maryland		1	2		44		47			11	1	172		184														
McGill						28	28						113	113														
Michigan			2	1	23		26		2	7	2	140		151														
Minnesota					14		14					72		72													1		1
Mississippi			1		3		4			5		27		32														
Missouri		1			16		17	1	1	3	1	56	7	69														
Montreal						41	41						108	108														
North Carolina			1		26		27			2		91		93														
N.C. Central			2		2		4			19		21		40														
N.C. Greensboro					8		8			5		61		66														

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1982 (cont.)
(Citizens and Permanent Residents Only)

	DOCTORAL														OTHER GRADUATE														UNDERGRADUATE													
	Male							Female							Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Florida State					4		4			4		12		16																		11		11			4		63		67
Genesee																																										
Hawaii																2			1		3		5			6		11														
Illinois				1	6		7			1		10		11					3		3					3		3														
Indiana			1		13		14			1		14		15																												
Iowa																1			2		3					3		3			1	1	30		32			3		42		45
Kent																			1		1			2		39		41														
Kentucky																				1	1						19	19						6	6					101	101
Long Island																				3	3						24	24														
Louisiana																			4		4					30		30														
Maryland										1		6		7						6	6						32	32						1	1					8	8
McGill																				1	1						5	5														
Michigan					4		4			6		4		10		1			3	3	7			4		15	24	43														
Minnesota					4		4			1				1					1		1					4		4					1		1				3		3
Mississippi																																										
Missouri																																										
Montreal																											5	5														
North Carolina					9		9		1	1		3		5																												
N.C. Central																	1				1			3		2		5							1				22		4		26
N.C. Greensboro																			4		4			2		34		36														

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1982
(Citizens and Permanent Residents Only) (cont.)

	MASTER'S														POST-MASTER'S													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B		W	NA	Total
Northern Illinois																												
North Texas		2			22		24			1	5	83		89					4		4					6		6
Oklahoma					19		19	1		1	2	84		88														
Peabody		1			6		7			2		36		38					1		1							
Pittsburgh						24	24						99	99						4	4						25	25
Pratt		1	2		28		31		1	13	1	120		135			1		1		2			3		6		9
Queens			1	2	17		20		2	6	3	50	10	71														
Rhode Island					21		21		1			157		158					1		1					2		2
Rosary		1	3	1	19		24		3	5	1	137	5	151												1		1
Rutgers						36	36						200	200						1	1						3	3
St. John's	1	1	2		21		25		7	2	4	47		60										2				2
San Jose					19		19					127		127														
Simmons			2		45		47			4		244		248														
South Carolina					11		11			11		95		106					1		1			1		1		2
South Florida			1	3	33		37		1	2	3	170		176												1		1
So. California																												
So. Connecticut					15		15		1	2	1	113		117					1		1					4		4
So. Mississippi			1		13		14		1	2	1	49	7	60														
Syracuse					22		22		2	1		45		48														
Tennessee			2		10		12		1	1		53		55														

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1982 (cont.)
(Citizens and Permanent Residents Only)

	DOCTORAL														OTHER GRADUATE														UNDERGRADUATE											
	Male							Female							Male							Female							Male							Female					
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Northern Illinois																																								
North Texas			1		2		3					12		12												21		21					3		3			2		11		13
Oklahoma																													1				30		31					72		72
Peabody																			2		2					8		8													
Pittsburgh						18	18						29	29																											
Pratt																																								
Queens																			9	2	11		1	3	1	29	6	40					1	1	2				1		1
Rhode Island																			7		7					42		42													
Rosary																											15	15													
Rutgers		2	3		24		29		4	4	1	24		33						10	10						78	78													
St. John's																										3		3													
San Jose																																									
Simmons		1	1		3		5			2		7		9					3		3		1			12		13													
South Carolina																																									
South Florida																	3	12			15				2	42		44				1	16		17			1	1	17		19
So. California																																									
So. Connecticut																			7		7					28		28		1	11	1	63		76			7	3	141		153
So. Mississippi																	1		1		2				4		7	6	17			2		7	6	15			5	1	35	9	50
Syracuse					4		4					1	1	5						20	20						59	59							34	34						43	43
Tennessee																			1		1					4		4													

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1982 (Citizens and Permanent Residents Only) (cont.)

	MASTER'S														POST-MASTER'S													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Texas				1	21		22	2	2	2	4	89		99					1		1				1	7		8
Texas Woman's			1	2	1		4		2	3	3	116		124														
Toronto						36	36						133	133														
Washington		1	1		24		26	1	4	2		89		96														
Wayne State						17	17						106	106						1	1						2	2
Western Michigan					17		17			1		53		54														
Western Ontario						43	43						172	172														
Wisconsin-Madison	1			2	22		25		3		2	79		84												2		2
Wisconsin-Milwaukee				2	20		22		1	5		94		100												7		7

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1982 (Citizens and Permanent Residents Only) (cont.)

	DOCTORAL														OTHER GRADUATE														UNDERGRADUATE													
	Male							Female							Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Texas					2		2			1	1	3		5				1	4		5					19		19						86	86						158	158
Texas Women's				1			1	1			3	20		24																											
Toronto						1	1						6	6																						5	1	40		46	
Washington																			3	3						11	11						2	2						18	18
Wayne State																																	1	1						4	4
Western Michigan																			2		2					16		16									2		23		25
Western Ontario						6	6						7	7													2	2						2	2					4	4
Wisconsin-Madison			1		4		5			1		9		10				1		6	7						27	27						1	1				11		11
Wisconsin-Milwaukee																			4		4					12		12			4	1	30		35		1	3		42		46

TABLE II-4-d: Associate Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1982
(Citizens and Permanent Residents Only)

	MASTER'S														POST-MASTER'S													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Appalachian State					1		1			3	1	53		57				1	1		2			1	1	8		10
Baylor					1		1					10		10														
Central Missouri					2		2					12		12												5		5
Emporia					13	1	14		1	1	1	55	15	73														
Kutztown					3		3					31		31														
St. Cloud					5		5					22		22					2		2							
Sam Houston						4	4						153	153														
Shippensburg					2		2					16		16														
W. Maryland																												

TABLE II-4-d: Associate Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1982
(Citizens and Permanent Residents Only) (cont.)

	DOCTORAL														OTHER GRADUATE														UNDERGRADUATE											
	Male							Female							Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Appalachian State																																2		10		12						
Baylor																										3		3													
Central Missouri																								1		1		2					1		1					12		12
Emporia																		15	15								124	124					1		1					57		57
Kutztown																																	12		12					55		55
St. Cloud																		26		26						43		43				1		10		11				16		16
Sam Houston																																										
Shippensburg																																								22		22
W. Maryland																																										

Number of In-State/Province and Out-of-State/Province Students Enrolled (Including Foreign Students)

Schools were asked to give the number of in-state/province and the number of out-of-state/province students enrolled including foreign students. Fifty-four member schools reported a total in-state/province enrollment of 5,000, and a total out-of-state/province enrollment of 1,546 for a total of 6,546 students. Following is the breakdown by level of program:

	No. of Schools Reporting	In-State/ Province	Out-of-State/ Province
MASTER'S	53	4,692	1,344
POST-MASTER'S	24	122	31
DOCTORAL	18	186	171

Seven associate member schools reported 226 in-state and 23 out-of-state Master's students; 3 schools reported 19 in-state Post Master's students. The total number of students was 245 in-state and 23 out-of-state or 268 in all.

The compilation by school is as follows:

TABLE II-5-a: Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1982, Including Foreign Students

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State Province	Out State Province	In State Province	Out State Province	In State Province	Out State Province	In State Province	Out State Province
Alabama								
Albany	106	25	6	1			112	26
Alberta	66	16					66	16
Arizona	90	37					90	37
Atlanta	23	26	1	1			24	27
Ball State	51	5					51	5
Brigham Young	32	18					32	18
British Columbia	87	22	1				88	22
Buffalo	145	27	4	1			149	28
Cal. Berkeley								
Cal. Los Angeles	95	23	1	1	6	4	102	28
Case Western	60	5	1		13	3	74	8
Catholic								
Chicago	19	34	2	4	4		25	38
Clarion	37	13					37	13

TABLE II-5-a: Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1982, including Foreign Students (cont.)

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State Province	Out State Province	In State Province	Out State Province	In State Province	Out State Province	In State Province	Out State Province
Columbia	106	63	12	3	23	28	141	94
Dalhousie	24	41					24	41
Denver	88	55	1	4			89	59
Drexel								
Emory	47	20	13				60	20
Florida State	68	33	3	1	6	16	77	50
Geneseo								
Hawaii	44	19					44	19
Illinois	74	33	7	7	8	15	89	55
Indiana	172	67	15		16	22	203	89
Iowa	49	21					49	21
Kent	202	6	2	1			204	7
Kentucky	62	35					62	35
Long Island	173	14					173	14
Louisiana	70	12					70	12
Maryland	166	65			4	6	170	71
McGill								
Michigan	125	54			9	8	134	62
Minnesota	83	3	1		2	3	86	6
Mississippi	31	5					31	5
Missouri	65	30					65	30
Montreal	151	21					151	21
North Carolina	66	61			8	6	74	67
N.C. Central	47	4					47	4
N.C. Greensboro	73	2					73	2
Northern Illinois	55	3					55	3
North Texas	110	5	10		11	5	131	10
Oklahoma	101	10					101	10
Peabody	24	28		1			24	29

TABLE II-5-a: Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1982, including Foreign Students (cont.)

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State Province	Out State Province	In State Province	Out State Province	In State Province	Out State Province	In State Province	Out State Province
Pittsburgh								
Pratt								
Queens	68	10					68	10
Rhode Island	80	99	1	2			81	101
Rosary	173	7	1				174	7
Rutgers					40	22	40	22
St. John's	62	19	8	1			70	20
San Jose	136	20					136	20
Simmons	223	72	16		4	10	243	82
South Carolina								
South Florida								
So. California								
So. Connecticut								
So. Mississippi	62	12					62	12
Syracuse								
Tennessee	50	17					50	17
Texas	74	24	7	2	3	4	84	30
Texas Woman's	123	9			17	9	140	18
Toronto	135	34			5	2	140	36
Washington	96	26					96	26
Wayne State								
Western Michigan	112	3					112	3
Western Ontario								
Wisconsin-Madison	94	22	2		7	8	103	30
Wisconsin-Milwaukee	117	9	7	1			124	10

TABLE II-5-b: Associate Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1982, Including Foreign Students

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State Province	Out State Province	In State Province	Out State Province	In State Province	Out State Province	In State Province	Out State Province
Appalachian State	57	1	12				69	1
Baylor	11						11	
Central Missouri	14		5				19	
Emporia	65	22					65	22
Kutztown	34						34	
St. Cloud	27		2				29	
Sam Houston								
Shippensburg	18						18	
W. Maryland								

Foreign Students Enrolled

Fifty-nine member schools reported having foreign students enrolled. In summary, member schools showed a total of 507 students distributed as follows:

Table II-6-a: Summary - Member Schools - Foreign Students Enrolled, Fall Term 1982.

	No. Schools Reporting	Male	Female	Total
MASTER'S	54	113	287	400
POST-MASTER'S	9	4	12	16
DOCTORAL	17	44	34	78
OTHER GRADUATE	4	1	5	6
UNDERGRADUATE	5	5	2	7
TOTAL		167	340	507

Two associate member schools reported a total of 6 foreign students distributed as follows:

Table II-6-b: Summary - Associate Member Schools - Foreign Students Enrolled, Fall Term 1982.

	No. Schools Reporting	Male	Female	Total
MASTER'S	2	1	4	5
POST-MASTER'S				
DOCTORAL				
OTHER GRADUATE				
UNDERGRADUATE		1		1
TOTAL		2	4	6

The listing by school is given in Tables II-6-c (members) and II-6-d (associates). Of the AALS member schools, 45 had 1-10 foreign students; 9 had 11-20; and 5 had more than 20. The five schools reporting more than 20 foreign students were Case Western Reserve, Illinois, Indiana, Pittsburgh, and Simmons.

TABLE II-6-c: Member Schools - Number of Foreign Students Enrolled, Fall Term 1982, by Program Level and Sex

	MASTER'S		POST-MASTER'S		DOCTORAL		OTHER GRADUATES		UNDER-GRADUATE		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	
Alabama	1	5									1	5	6
Albany	3	3									3	3	6
Alberta		4										4	4
Arizona		1										1	1
Atlanta				1								1	1
Ball State	1										1		1
Brigham Young													0
British Columbia	1	2									1	2	3
Buffalo	6	12		1							6	13	19
Cal. Berkeley													
Cal. Los Angeles	1	13			2						3	13	16
Case Western	17	12			9	4					26	16	42
Catholic													
Chicago		1										1	1
Clarion	5	1							3		8	1	9
Columbia	2	6	1		1	2		1			4	9	13
Dalhousie		3										3	3
Denver	9	7	1								10	7	17
Drexel	1	6			1	1					2	7	9
Emory													0
Florida State	1	3									1	3	4
Geneseo													
Hawaii	2	8									2	8	10

TABLE II-6-c: Member Schools - Number of Foreign Students Enrolled, Fall Term 1982, by Program Level and Sex (cont.)

	MASTER'S		POST-MASTER'S		DOCTORAL		OTHER GRADUATES		UNDER-GRADUATE		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	
Illinois	1	11		5	2	3					3	19	22
Indiana	6	21			6	3					12	24	36
Iowa		1										1	1
Kent		1	1								1	1	2
Kentucky													0
Long Island		5										5	5
Louisiana		9										9	9
Maryland		6										6	6
McGill	1	4									1	4	5
Michigan	1	1			3		1				5	1	6
Minnesota					1	1					1	1	2
Mississippi													0
Missouri	1	8									1	8	9
Montreal	12	6									12	6	18
North Carolina		7										7	7
N.Carolina Central		1										1	1
N. Carolina Greensboro		1										1	1
Northern Illinois		2										2	2
North Texas		2			1				1		2	2	4
Oklahoma		3							1		1	3	4
Peabody		7										7	7
Pittsburgh	8	7	1	3	13	6					22	16	38
Pratt	2	12									2	12	14

TABLE II-6-c: Member Schools - Number of Foreign Students Enrolled, Fall Term 1982, by Program Level and Sex (cont.)

	MASTER'S		POST-MASTERS		DOCTORAL		OTHER GRADUATES		UNDER-GRADUATE		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	
Queens	2	4						3			2	7	9
Rhode Island		1										1	1
Rosary	4	1									4	1	5
Rutgers					3	2					3	2	5
St. John's	3	9		1							3	10	13
San Jose	1	9									1	9	10
Simmons	5	15				1					5	16	21
South Carolina													
South Florida		2										2	2
So. California													
So. Connecticut													
So. Mississippi		1								1		2	2
Syracuse	5	6			1	4					6	10	16
Tennessee		1										1	1
Texas	1	8			1						2	8	10
Texas Woman's		3				4						7	7
Toronto	1	5				1					1	6	7
Washington	1	2									1	2	3
Wayne State		6										6	6
Western Michigan	1										1		1
Western Ontario	2	1				2					2	3	5
Wisconsin-Madison	1	11								1	1	12	13
Wisconsin-Milwaukee	4			1				1			4	2	6

TABLE II-6-d: Associate Member Schools - Number of Foreign Students Enrolled, Fall Term 1982, by Program Level and Sex

	MASTER'S		POST-MASTERS		DOCTORAL		OTHER GRADUATES		UNDER-GRADUATE		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	
Appalachian State													
Baylor													
Central Missouri													
Emporia	1	4									1	4	5
Kutztown													
St. Cloud											1		1
Sam Houston													
Shippensburg													
W. Maryland													

Foreign Students Enrolled by Country of Origin

Fifty-eight member schools and one associate member school were able to give the number of foreign students enrolled in Fall Term 1982 by country of origin (according to visas) and program level (Master's, Post-Master's, Doctoral). The largest numbers of foreign students came from Taiwan (89), Korea (32), Nigeria (32), and Canada (24).

One student was listed as being from Africa, no country specified.

TABLE II-7: Countries of Origin (According to the Visas) and Number of Foreign Students Enrolled (Fall Term 1982) by Country and Program Level

	MASTER'S			POST-MASTER'S			DOCTORAL			TOTAL
	Member			Member			Member			
	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	
Australia	2	1								3
Austria		1								1
Bahamas	1									1
Bahrain	1									1
Bangladesh	2			1			1			4
Barbados	1									1
Bermuda	1									1
Brazil	3						2			5
Burundi		1								1
Camaroun		1								1
Canada	15			1			8			24
China	11			1			1			13
Colombia	1									1
Costa Rica	2									2
Czechoslovakia		1								1
Ecuador	1									1
Egypt	6						1			7
El Salvador	1									1
England	4									4
Finland	1						1			2
France	1									1
Germany	3	1								4
Ghana	2									2
Greece	1									1
Guinea		3								3
Guyana	1									1
Haiti	1									1
Hong Kong	6	2		1			1			10
Honduras	1									1
Hungary	1			1						2

TABLE II-7: Countries of Origin (According to the Visas) and Number of Foreign Students Enrolled (Fall Term 1982) by Country and Program Level (cont.)

	MASTER'S			POST-MASTER'S			DOCTORAL			TOTAL
	Member			Member			Member			
	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	
Iceland	2									2
India	13			1			5			19
Indonesia	7						1			8
Iran	10						3			13
Iraq	8						2			10
Ireland		1								1
Israel	6			1			2			9
Italy		1								1
Ivory Coast		1								1
Jamaica	3	1		1						5
Japan	9		1	1						11
Jordan	3						2			5
Kenya	1	1								2
Korea	25			2			5			32
Kuwait	11									11
Latvia	1									1
Lebanon	2	1		1						4
Libya	4						2			6
Malaysia	13		1	1			1			16
Mexico	7			1			1	1		10
Morocco	1	1					1			3
Netherlands		1								1
New Zealand	1									1
Nigeria	20			1			10	1		32
Pakistan							2			2
Panama	1									1
Peru	2									2
Philippines	3									3
Poland	3									3

TABLE II-7: Countries of Origin (According to the Visas) and Number of Foreign Students Enrolled (Fall Term 1982) by Country and Program Level (cont.)

	MASTER'S			POST-MASTER'S			DOCTORAL			
	Member			Member			Member			TOTAL
	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	
Russia	2	1								3
Saudi Arabia	10						9			19
Senegal		2								2
Singapore	1									1
South Africa	4	1		1			1			7
Spain	3									3
Sri Lanka	2									2
Sudan			1				1			2
Sweden		1								1
Syria	1									1
Taiwan	82	1		2			4			89
Thailand	4		2				2			8
Trinidad	1									1
Tunesia	3	8								11
United Kingdom	2	3					1			6
United States		6						1		7
Venezuela	10									10
Vietnam	1									1
West Indies	3			1						4
Yemen	1									1
Zaire	1									1
Zambia	3									3

Students Enrolled by Age and Sex

Forty member schools supplied data for Table II-8-a which summarizes the responses to the request for data (if available) by age and sex for all students, as of January 1, 1983, who were enrolled in the Fall Term. A summary of the replies from 6 associate member schools is given in Table II-8-b.

TABLE II-8-a: Summary - Member Schools - Students Enrolled in Fall Term by Age (as of January 1, 1983) and Sex

		20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 and over	NA	TOTAL
MALE	Master's	102	270	249	116	47	25	14	3	66	892
	Post-Master's		3	3	8	2	2	1		3	22
	Doctoral		7	29	26	12	7		2	17	100
FEMALE	Master's	597	989	704	456	293	156	100	49	203	3547
	Post-Master's	3	10	11	13	14	6	5	4	13	79
	Doctoral	2	14	36	42	26	10	6	2	28	166

TABLE II-8-b: Summary - Associate Member Schools - Students Enrolled in Fall Term by Age (as of January 1, 1983) and Sex

		20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 and over	NA	TOTAL
MALE	Master's	2	3	5	6		3	2		5	26
	Post-Master's		1	1							2
	Doctoral										
FEMALE	Master's	27	69	33	23	14	12	5	1	160	344
	Post-Master's		3	5	1	1					10
	Doctoral										

Information for the following tables was not requested for this survey, but will be again in the future:

Students by Sex and Highest Previous Degree Held

Table II-9-a: Summary - Member Schools

Table II-9-b: Summary - Associate Member Schools

Students by Undergraduate Major, Sex, and Program Level

Table II-10-a: Summary - Member Schools

Table II-10-b: Summary - Associate Member Schools

Scholarships Awarded

The schools were asked to report the amount of scholarship aid awarded, accepted, and used by all graduate library and information science students by amount, sex, and level of program of recipient (Tables II-11-a and II-11-b). Figures used were based on awards accepted and used for the most recently completed fiscal year (1981-1982). Included was such scholarship/fellowship aid as: awards administered directly through the library school or department (including federal funds such as Title II-B), awards granted from other college or university funds, awards made through the school but from non-federal sources (such as H.W. Wilson awards), and tuition waivers (e.g. common market, in-state, out-of-state). Awards made directly to students from outside sources or through loans and work/study, or for which students must work, were excluded.

Of the 61 member schools responding to this request, one reported no scholarship aid available. For the remaining 60 schools, the range in reported funds was from $500 to $276,452. Minnesota and Rhode Island indicated additional aid through tuition waivers not included in the figures reported. The Syracuse figures include 5 IRM awards amounting to $11,592.

Four associate member schools reported no scholarship aid for 1981-82. For the 3 schools reporting scholarship funds, the range was from $1,275 to $12,000.

TABLE II-11-a: Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient (Fiscal Year 1981-82)

	MASTER'S						POST-MASTER'S						DOCTORAL					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded
Alabama	1	750	5	12,250	6	13,000												
Albany									1	6,000	1	6,000						
Alberta			4	24,900	4	24,900												
Arizona	3	11,057	18	30,797	21	41,854												
Atlanta	9	13,700	27	37,300	36	51,000												
Ball State	2	8,000			2	8,000												
Brigham Young	5	1,735	20	6,585	25	8,320												
British Columbia	1	500	4	1,900	5	2,400												
Buffalo	1	4,000	1	4,000	2	8,000												
Cal. Berkeley																		
Cal. Los Angeles	4	15,589	14	50,312	18	65,901									1	960	1	960
Case Western			1	3,600	1	3,600							1	12,166	3	7,793	3 (?)	19,959
Catholic																		
Chicago	20	60,555	21	77,420	41	137,975	1	1,910	1	1,175	2	3,085	1	735	1	15,950	8 (?)	16,685
Clarion	1	1,400			1	1,400												
Columbia	8	19,252	28	97,506	36	116,758	3	17,550	1	7,020	4	24,570	2	4,212	3	3,510	5	7,722
Dalhousie	1	990	24	23,520	25	24,510												
Denver	12	11,924	67	79,678	79	91,602												
Drexel	6	11,600	21	22,600	27	34,200									4	7,500	4	7,500
Emory	13	25,984	56	112,837	69	138,821	4	1,294	15	12,059	19	13,353						
Florida State	2	2,400	26	41,462	28	43,862							3	7,800	3	21,200	6	29,000
Geneseo																		

TABLE II-11-a: Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient (Fiscal Year 1981-82) (cont.)

	MASTER'S						POST-MASTER'S						DOCTORAL					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded
Hawaii	3	1,050	17	7,175	20	8,225												
Illinois	2	4,503	8	21,358	10	25,861							3	5,100	7	18,303	10	23,403
Indiana	4	734	7	15,205	11	15,939							7	24,503	3	5,425	10	29,928
Iowa	5	8,665	10	10,232	15	18,897												
Kent							1	7,000			1	7,000						
Kentucky	8	8,683	16	26,035	24	34,718												
Long Island						61,000												
Louisiana	8	25,675	47	88,884	55	114,559												
Maryland																		
McGill	2	1,320	6	2,160	8	3,480												
Michigan	9	36,193	62	193,198	71	229,391							1	12,238	7	34,823	8	47,061
Minnesota	2	3,000	2	6,500	4	9,500												
Mississippi			1	500	1	500												
Missouri	2	6,204	4	10,315	4 (?)	16,519												
Montreal	1	500	1	1,000	2	1,500												
North Carolina	11	14,510	24	34,543	35	49,053							3	16,204	4	15,428	7	31,632
N.C. Central	2	1,711	18	42,058	20	43,769												
N.C. Greensboro																		
Northern Illinois																		
North Texas	1	3,454	2	5,298	3	8,752												
Oklahoma			1	2,000	1	2,000												
Peabody	3	5,475	19	47,878	22	53,353												
Pittsburgh	2	8,556	11	29,073	13	37,629							2	4,330	6	18,495	8	22,825

TABLE II-11-a: Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient (Fiscal Year 1981-82) (cont.)

	MASTER'S						POST-MASTER'S						DOCTORAL					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded
Pratt	2	11,007	3	11,511	5	22,518												
Queens			1	14,500	1	14,500												
Rhode Island	1	513	4	2,039	5	2,552												
Rosary			8	6,400	8	6,400												
Rutgers	2	1,173.75	8	6,541.25	10	7,715												
St. John's	4	5,400	4	15,644	8	21,044												
San Jose																		
Simmons	9	17,000	44	88,000	53	105,000												
South Carolina																		
South Florida	4	3,456	13	9,548	17	13,004												
So. California																		
So. Connecticut	1	500	2	1,000	3	1,500												
So. Mississippi	1	8,000	2	16,000	3	24,000												
Syracuse	14	37,232	18	34,968	32	72,200	1	2,016	1	504	2	2,520	4	22,672	4	12,968	8	35,640
Tennessee	3	1,668	2	2,500	5	4,168												
Texas	7	12,714	22	29,050	29	41,764							3	10,550	4	7,400	7	17,950
Texas Woman's			14	28,452	14	28,452									1	6,000	1	6,000
Toronto	9	18,000	39	42,800	48	60,800							2	12,000	5	20,000	7	32,000
Washington	5	11,583	11	29,374	16	40,957												
Wayne State	2	1,417	3	1,991	5	3,408												
Western Michigan	2	2,500	6	7,500	8	10,000												
Western Ontario	5	8,700	9	18,800	14	27,500							1	5,400	6	29,040	9	34,440
Wisconsin-Madison	2	8,166	9	8,104	11	16,270							1	6,408			1	6,408
Wisconsin-Milwaukee	1	5,715	4	23,480	5	29,195	2	5,136			2	5,136						

TABLE II-11-b: Associate Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient (Fiscal Year 1981-82)

	MASTER'S						POST-MASTER'S						DOCTORAL					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded
Appalachian State			3	12,000	3	12,000												
Baylor																		
Central Missouri			1	2,700	1	2,700			1	2,700	1	2,700						
Emporia			5	1,275	5	1,275												
Kutztown																		
St. Cloud																		
Sam Houston																		
Shippensburg																		
W. Maryland																		

Assistantships Awarded

The schools were asked to report for 1981-82 the number of assistantships awarded by the library school or for which the library school selected the recipient by level of program, sex, and amount of award per year (including stipend and tuition if applicable). Also requested was the average number of hours of work per week required of an individual. Some schools, in reporting the average number of hours per week worked, gave a range or indicated that the number varies. Michigan did not report an average figure because students there were often hired to perform a particular task for a limited period of time. Ball State and Illinois noted that tuition was part of the award but did not give a dollar figure. Dalhousie reported the same awards as both scholarships and assistantships since holders of fellowships are required to do some work. In addition to the base amount awarded by Rosary, students were required to work a certain number of hours per week at an hourly rate. Peabody reported no assistantships awarded in 1981-82 because the funds for that particular year had been transferred into scholarships. The figures for San Jose are for Fall 1982. Three of the Syracuse assistantships were held by students in the IRM program.

Fifty-one member schools reported a total of 133.50 men and 524.50 women holding assistantships in the Master's program. Six member schools reported awarding assistantships to 3 men and 4 women in the Post-Master's program; 17 member schools awarded assistantships to 22 men and 36 women enrolled in the Doctoral program.

Six associate member schools reported awards of assistantships to 4 men and 12 women in the Master's program. One student in the Post-Master's program received an assistantship.

TABLE II-12-a: Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1981-82)

	MASTER'S					POST-MASTER'S					DOCTORAL				
	Number		Amt. Awarded		Avg. Hours Per wk.	Number		Amt. Awarded		Avg. Hours Per wk.	Number		Amt. Awarded		Avg. Hours Per wk.
	M	F	M	F		M	F	M	F		M	F	M	F	
Alabama	3	10	7,152	23,840	10		2		4,768	10					
Albany	7	11	23,800	37,400	18										
Alberta		10		9,979	2										
Arizona	1	4	2,200	8,976	10										
Atlanta		3		4,500	15										
Ball State	3	4			20										
Brigham Young		14		13,155	10/20										
British Columbia															
Buffalo	3	14	13,017	57,339	20	1		4,339		20		2		10,400	
Cal. Berkeley															
Cal. Los Angeles	2	10	2,433	12,165	10										
Case Western	6	25	6,700	34,850	12							2		15,050	12
Catholic															
Chicago															
Clarion	4	11	11,320	21,225	10										
Columbia											3	1	27,060	9,020	10
Dalhousie	1	24	990	23,520	6										
Denver	2	2	8,660	8,660	20		1								
Drexel	3	18	17,800	88,900	20							1		7,200	20
Emory	3	40	6,455	44,065	10										
Florida State	2	26	2,500	33,000	13						2	1	2,500	2,250	13
Geneseo															
Hawaii		10		13,622	10										

TABLE II-12-a: Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1981-82) (cont.)

	MASTER'S					POST-MASTER'S					DOCTORAL				
	Number		Amt. Awarded		Avg. Hours Per wk.	Number		Amt. Awarded		Avg. Hours Per wk.	Number		Amt. Awarded		Avg. Hours Per wk.
	M	F	M	F		M	F	M	F		M	F	M	F	
Illinois	2	9			10		1			10	4	4			10
Indiana	4	17	20,621	76,096	14										
Iowa	2	3	6,650	8,550	10.8										
Kent	2	6	8,992	25,401	20	1		2,133		5					
Kentucky	8	10	33,080	31,160	15										
Long Island	2	15	12,000	90,000	18										
Louisiana		3		6,781	20										
Maryland					20										20
McGill															
Michigan	5	23	3,370	11,267								2		3,037	
Minnesota		3		3,170	10	1		5,724		20					
Mississippi	1	2	2,450	4,900	10										
Missouri	2	10	11,200	27,380	15										
Montreal	5	9	3,435	5,180	2/5										
North Carolina	14	43	44,294	131,516	15/20						2	1	9,600	1,250	15/20
N.C. Central															
N.C. Greensboro	1	2			10										
Northern Illinois	2.5	3.5	2,565	2,565	10										
North Texas												2		13,848	20
Oklahoma															
Peabody															
Pittsburgh	3	21	5,889	62,486	10						2	5	18,332	54,778	20
Pratt	6	23	2,826	10,833	7.5										

TABLE II-12-a: Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1981-82) (cont.)

	MASTER'S					POST-MASTER'S					DOCTORAL				
	Number		Amt. Awarded		Avg. Hours Per wk.	Number		Amt. Awarded		Avg. Hours Per wk.	Number		Amt. Awarded		Avg. Hours Per wk.
	M	F	M	F		M	F	M	F		M	F	M	F	
Queens															
Rhode Island	2	14	3,900	22,100	10/20										
Rosary	1	4			15										
Rutgers															
St. John's	3	3	18,900	19,100	15										
San Jose	1	3			15										
Simmons															
South Carolina															
South Florida	1	4	2,200	6,600	10										
So. California															
So. Connecticut	3	2	9,000	6,000	20										
So. Mississippi	2	5	6,400	16,000	20										
Syracuse	4	8	20,982	48,512	20						2	3	7,852	16,290	20
Tennessee	2	5	8,640	19,620	10										
Texas											1	3	1,325	4,942	10
Texas Woman's	1	2	1,500	9,600	20							2		10,200	20
Toronto	1	3	298	3,575	10						1	1	1,260	1,680	7
Washington	1	4	5,613	3,544	10										
Wayne State	1	1	5,200	5,200	20										
Western Michigan	2	3	6,400	10,300	13/20										
Western Ontario	3	14	4,150	19,712	5						3	5	11,931	15,727	10
Wisconsin-Madison	1	2	2,502	6,039	6.66/ 13.33						2	1	10,407	6,589	13.33/ 20
Wisconsin-Milwaukee	5	9	17,795	26,900	13										

TABLE II-12-b: Associate Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1981-82)

	MASTER'S					POST-MASTER'S					DOCTORAL				
	Number		Amt. Awarded		Avg. Hours Per wk.	Number		Amt. Awarded		Avg. Hours Per wk.	Number		Amt. Awarded		Avg. Hours Per wk.
	M	F	M	F		M	F	M	F		M	F	M	F	
Appalachian State	2	4	4,800	8,900	20										
Baylor															
Central Missouri		1			15		1			15					
Emporia	2	3	4,300	7,300	10/20										
Kutztown		1		2,705	20										
St. Cloud															
Sam Houston		2			20										
Shippensburg		1		2,705	20										
W. Maryland															

Tuition and Fee Cost of a Degree

The responses to the request for information on the total tuition and fee cost of a degree obtained full-time without transfer credit are shown in Tables II-13-a (member schools) and II-13-b (associate member schools). Figures were based on tuition and required fees as of Fall Term 1982. Fees for individual courses (such as extra charges for using terminals) and lab fees were to be excluded. Costs given for a quarter or semester only were not knowingly included in the Tables. Canadian schools reflected in-country/foreign differences in rates.

Brigham Young noted that charges are made on the basis of membership or non-membership in the Church of Jesus Christ of Latter-Day Saints. Dalhousie, McGill, and Western Ontario reported the tuition and fees charged foreign students. Syracuse indicated that cost of the IRM degree is $10,552. In-state students at Missouri and San Jose pay certain fees but do not pay tuition.

Responses to the question regarding tuition per credit per quarter or semester varied considerably. Some schools apparently included both tuition and fees in the calculation, while others included only tuition, indicating separate fees when such are charged. Comparisons among schools on the basis of the available figures may therefore be misleading. Alabama and Denver indicated that the tuition per credit did not include certain fees. Hawaii and Southern Mississippi reported variations in per credit cost in Summer Term. At Louisiana and North Carolina Central, cost per credit varies with number of hours taken. Ball State and Texas reported flat charges for specified numbers of hours. Texas Woman's, in reporting the per credit cost, indicated a minimum charge for enrollment.

Among the associate member schools, Appalachian State reported that the cost per credit varies with the number of hours taken.

TABLE II-13-a: Member Schools - Total Tuition and Fee Cost, as of Fall Term 1982, for Complete Programs (Full-Time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit

	MASTER'S				POST-MASTER'S				DOCTORAL			
	Tuition and Required Fees		Tuition per Credit		Tuition and Required Fees		Tuition per Credit		Tuition and Required Fees		Tuition per Credit	
	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State
Alabama	1,773	3,661	47.50	103.50	1,773	3,661	47.50	103.50				
Albany	2,156.10	2,764.10	71	91.50	2,156.10	2,764.10	71	91.50				
Alberta	910	910										
Arizona	922	3,402	40	40								
Atlanta	4,590	4,590	125	125	4,590	4,590	125	125				
Ball State	1,410	3,015										
Brigham Young	1,830	2,745	62	93								
British Columbia	1,084	1,084	72	72								
Buffalo	2,125	2,732	71	91.50	1,700	2,185	71	91.50	4,250	5,464	71	91.50
Cal. Berkeley												
Cal. Los Angeles												
Case Western	6,200	6,200	260	260					4,680	4,680	260	260
Catholic												
Chicago	12,050	12,050			7,230	7,230			14,460	14,460		
Clarion	2,325	2,325	82	82								
Columbia	9,792	9,792	272	272	8,160	8,160	272	272	8,160	8,160	272	272
Dalhousie	1,288	2,788										
Denver	8,200	8,200	161	161	6,150	6,150	161	161				
Drexel	8,056	8,056	131	131	4,388	4,388	131	131	6,091	6,091	131	131
Emory	7,830	7,830	260	260	6,270	6,270	260	260				
Florida State	1,444	4,289	38	110	1,204	3,364	38	110	1,437	4,029	38	110
Geneseo												
Hawaii	697	1,582	23	58								

TABLE II-13-a: Member Schools - Total Tuition and Fee Cost, as of Fall Term 1982, for Complete Programs (Full-Time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit (cont.)

	MASTER'S				POST-MASTER'S				DOCTORAL			
	Tuition and Required Fees		Tuition per Credit		Tuition and Required Fees		Tuition per Credit		Tuition and Required Fees		Tuition per Credit	
	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State
Illinois	1,799	4,387			1,799	4,387			5,397	13,161		
Indiana	2,070	5,679	57.50	157.75	1,725	4,732.50	57.50	157.75	4,370	11,970	57.50	157.75
Iowa	1,602	3,736										
Kent	2,793	4,593	91.50	141.50	1,862	3,062	91.50	141.50				
Kentucky	1,296	3,786	52	151								
Long Island	6,168	6,168	157	157	5,140	5,140						
Louisiana	1,360	2,998										
Maryland	2,556	4,536	67	122					2,556	4,536	67	122
McGill	1,183.50	7,587.50	19	145								
Michigan	4,374	9,390	157	343					4,374	9,390	157	343
Minnesota	3,162	8,170	53	145.75	2,632	6,713	53	145.75	3,162	8,170	53	145.75
Mississippi	542.50	1,005.50	51	102								
Missouri	1,625	4,600	0	187								
Montreal	1,100	8,700	17.50	145								
North Carolina	1,439	5,084	38.31	139.64					2,068.50	7,600.50	38.31	139.64
N.C. Central	813.50	3,353.90										
N.C. Greensboro	1,492	5,180	64	330								
Northern Illinois	1,354.10	2,640.10	34	92								
North Texas	611	1,901	17	53	406	1,266	17	53	1,222	3,802	17	53
Oklahoma	2,467.80	4,480.20	68.55	124.45								
Peabody	5,580	5,580	155	155	4,650	4,650	155	155				
Pittsburgh	3,840	7,680	106	212	2,560	5,120	106	212	7,680	15,360	106	212
Pratt	6,963	6,963	188	188	5,835	5,835	188	188				

TABLE II-13-a: Member Schools - Total Tuition and Fee Cost, as of Fall Term 1982, for Complete Programs (Full-Time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit (cont.)

	MASTER'S				POST-MASTER'S				DOCTORAL			
	Tuition and Required Fees		Tuition per Credit		Tuition and Required Fees		Tuition per Credit		Tuition and Required Fees		Tuition per Credit	
	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State
Queens	862.50	1,112.50	75	95								
Rhode Island	2,225	3,900	69	135								
Rosary	6,095	6,095	170	170								
Rutgers	3,255	4,533	84	121	2,170	3,022	84	121	4,883	6,800	84	121
St. John's	5,000	5,000	137	137								
San Jose	495	4,275	0	105								
Simmons	7,287	7,287	202	202					7,287	7,287	202	202
South Carolina												
South Florida	1,368	3,960	38	110	1,368	3,960	38	110				
So. California												
So. Connecticut	1,306	2,306	70	70	881	1,881	70	70				
So. Mississippi	1,228	2,161	51	103								
Syracuse	6,968	6,968	188	188	6,968	6,968	188	188	15,264	15,264	188	188
Tennessee	1,628	2,184	38	88								
Texas	594	1,884		40	594	1,570		40				40
Texas Woman's	511	1,801	4	40	511	1,801	4	40	511	1,801	4	40
Toronto	1,213.50	5,133.50							1,213.50	5,133.50		
Washington	3,402	8,424	81	199								
Wayne State	2,990	6,528	122	218								
Western Michigan	2,132.60	5,039.60	56.75	137.50	2,132.60	5,039.60	56.75	137.50				
Western Ontario	1,292.58	6,761.58	581.86	2,253.86					2,585.16	13,523.16	581.86	2,253.86
Wisconsin-Madison	1,909.75	5,764.75	98	293.50	1,909.75	5,764.75	98	293.50	3,136	9,390	98	293.50
Wisconsin-Milwaukee	2,421	8,012	98	293	1,621	4,748	98	293				

TABLE II-13-b: Associate Member Schools - Total Tuition and Fee Cost, as of Fall Term 1982, for Complete Programs (Full-Time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit

	MASTER'S				POST-MASTER'S				DOCTORAL			
	Tuition and Required Fees		Tuition per Credit		Tuition and Required Fees		Tuition per Credit		Tuition and Required Fees		Tuition per Credit	
	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State
Appalachian State	1,400	3,000			1,400	3,000						
Baylor	3,494	3,494	90	90								
Central Missouri	764	1,605	45	45	764	1,605	45	45				
Emporia	1,005.50	2,091.50	27.65	54.15								
Kutztown	625	625	70	70								
St. Cloud												
Sam Houston	606	1,896	4	40								
Shippensburg			78	78								
W. Maryland												

CURRICULUM

by Elspeth Pope

This part of the study contains reports and summaries of the data gathered on curriculum as reported by the responding schools. A total of seventy five schools returned the completed curriculum portion of the questionnaire. All of the AALS member schools responded, except three (Catholic University, SUNY-Geneseo and Southern California) and nine Associate member schools. Anyone making a comparison between this year and previous years should be aware that the reporting schools vary from year to year. If there have been any significant changes in the responses to the questions over the previous years of collecting data, such changes will be included in the reporting of the data for that question and will not be on a school by school basis.

Question 1. What is the division of your academic year and how many weeks are included in a regular term.

Table III-1: Academic Year Division, 1981-82

	AALS Member	Assoc. Member
Semester	51	6
Quarter	9	2
Trimester	6	1

Table III-2: Number of Weeks Per Term, 1981-82

AALS Members

	Semester/ Trimester	Quarter	Summer	Total
Alabama	15		5 - 5	40
Albany	15		6	36
Alberta	13		6 - 6	38
Arizona	16		5 - 5	42
Atlanta	14		8	36
Ball State		10-10-10	5 - 5	40
Brigham Young	15		7½ - 7½	45
British Columbia	13		3 - 3	32
Buffalo	16		6 - 6	44
Cal. Berkley	11		8	41
Cal. Los Angeles		10-10-10-10		40
Case Western	15.20*		6	41
Chicago		11-11-11-11		44
Clarion	18		5 - 5	46
Columbia	14		6	34

Table III-2: Number of Weeks Per Term, 1981-82 (continued)

	Semester/ Trimester	Quarter	Summer	Total
Dalhousie	14		3 - 3	34
Denver		10-10-10	9	39
Drexel		11-11-11-11		44
Emory	15		6 - 6	42
Florida State	15		8	38
Hawaii	15		3-3-3-3	42
Illinois	16		8	40
Indiana	16		6 - 8	46
Iowa	16		8	40
Kent	16		8	40
Kentucky	15		4 - 8	42
Long Island	15		5 - 5	40
Louisiana	15		9	39
Maryland	15		5½ - 5½	41
McGill	12		3 - 3	30
Michigan	15		7½ - 7½	45
Minnesota		11-11-11	5 - 5	43
Mississippi	15		5½ - 5½	41
Missouri	16		4 - 4	40
Montreal	15			30
North Carolina	15		5½ - 5½	41
N. C. Central	15		6 - 6	42
N. C./Greensboro	15-16		6 - 6	42
North Texas	17		5 - 5	44
No. Illinois	16		4-4-4	44
Oklahoma	16		8	40
Peabody	15		4 - 4	38
Pittsburgh	14		7 - 7	42
Pratt	15		6 - 6	42
Queens	15		6	36
Rhode Island	15		5	35
Rosary	15		6/8**	38
Rutgers	16		3 - 3	38
St. John's	14		5	33
San Jose	15		3-3-6	42
Simmons	14		6	34
South Carolina	15		5 - 5	40
South Florida	15		7 - 7	44
So. Mississippi	16		11	43
Syracuse	15		6 - 6	42
Tennessee		12-12-12	5½ - 5½	47
Texas	15		5 - 5	40
Texas Woman's	16		5 - 5	42
Toronto	13		6	32
Washington		10-10-10	4½ - 4½	39
Wayne State	15		7 - 7	44
W. Michigan	15		7½ - 7½	45

Table III-2: Number of Weeks Per Term, 1981-82 (continued)

	Semester/ Trimester	Quarter	Summer	Total
Western Ontario	14			42
Wisc.-Madison	16		4 - 4	40
Wisc.-Milwaukee	16		12	44

*15 weeks Fall semester, 20 weeks Spring semester.
**6 week summer for day classes, 8 weeks for evening classes.

Associate Members

Appalachian	15		4 - 4	38
Baylor	16		6 - 6	44
Central Missouri		10-10-10-10		40
Emporia	16		5 - 5	42
Kutztown	15		5 - 5	40
Sam Houston	15		6 - 6	42
Shippensburg	15		3-5-5	43
St. Cloud		11-11-11	5 - 5	43
Western Maryland	14		4½ - 4½	37

Question 2. Summer school: How many terms in a summer session, and how many weeks are there in each term.

The data from this question is incorporated in Table III-2. While the information about the division of the academic year and the number of weeks involved was one question on the form, the results are reported here in separate tables, to facilitate comparison with previous years. The only change in this area is that two schools, Emory and Florida State changed from the quarter system to the semester system.

This is the second year this information has been asked for in a standard way, so it could be compared with last years report. There are only minor differences in the data which could be a factor of interpretation. Whenever a school reported a range of weeks, for example 14 or 15 weeks per semester, the larger number of weeks was used.

Schools on the quarter system have been counted as having four equal periods, unless they indicated a summer program. This was then interpreted as three quarters of the standard length plus a summer quarter which differed in length. When compiling the above table, it was evident that the summer term is the one area with the most diversity. Twenty-two schools have a single summer term, ranging from five to twelve weeks, thirty-six schools have two shorter summer terms, and one has four very short summer terms. Indiana, Kentucky and San Jose all offer summer sessions of varying weeks in length. Rosary has a summer term which is longer for evening students than for day students.

Question 3. How many hours per week must a student be in a class to earn one hour of credit.

The first year this question was asked was for the 1981 report but the results were not included in the report because the range of hours was so extreme due to the ambiguous wording of the question. The question was re-stated for the following years, and the results were a bit more cohesive, but still ranged from 0 to 50 hours. This question has not brought in any usable data in four years, and will be dropped from future questionnaires.

Question 4. How many credit hours are required for each of the following:

Undergraduate programs: There were 19 AALS member schools reporting undergraduate programs, and five associate member schools. Nine of the AALS member schools report an undergraduate major, while sixteen associate member schools report an undergraduate major. Schools reporting an undergraduate component for the first time are: Brigham Young, Tennessee, Florida State, Maryland and Indiana.

Table III-2a: Degree Requirements in Hours - Undergraduate, 1981-82

No. of Hours MAJOR	AALS Member	Assoc. Member
14	Brigham Young	
18	Texas Woman's	
18-22	Missouri	
24	Clarion, North Texas Syracuse	
27		Shippensburg Kutztown Baylor
30	So. Connecticut	
31		Appalachian
32	Florida State	
36	Ball State	

No. of Hours MINOR	AALS Member	Assoc. Member
12	Texas Woman's	
15	Kent	
16	Tennessee	Shippensburg
18	Albany Indiana Maryland North Texas N. Illinois So. Connecticut So. Mississippi** W. Michigan	

Table III-2a: Degree Requirements in Hours - Undergraduate, 1981-82 (continued)

No. of Hours MINOR	AALS Member	Assoc. Member
	Wisconsin-Madison*	
19-21		Appalachian
20	Wayne State	Baylor
21	Illinois	
22	Florida State	
24	Ball State	
24-36		St. Cloud
6		Kutztown

*School library certification.
**Southern Mississippi--school certification 30 credit hours; non-certification 25 credit hours.

Masters programs: The difference in hours for the programs given this year as compared to last year is primarily due to a different formula for converting quarter hours to semester hours. In earlier reports, the formula of five quarter hours equals three semester hours was used. Several schools pointed out that the formula they used was three quarter hours to equal two semester hours, and the previous formula used presented a distorted picture of their curriculum. It did not seem feasible to convert each schools quarter system to a semester system using different formulas so all schools under the quarter system have been converted using the 3 -2 formula, which may give the impression that there has been an increase in hours.

Table III-2b: Degree Requirements in Hours - Masters, 1981-82

AALS Members

No. Hours	School
30	Ball State, Emory (M.A.), Northern Illinois, Wisconsin-Madison
32	Arizona (M.Ed.)
33	Iowa
36	Alabama, Albany, Atlanta, Buffalo, Case Western Reserve, Clarion, Columbia, Hawaii, Indiana, Kent, Kentucky, Maryland, Michigan, Minnesota, Mississippi, Missouri, North Carolina Central, North Carolina/Greensboro, North Texas, Oklahoma, Peabody, Pittsburgh, Pratt, Queens, Rhode Island, San Jose, St. John's, Simmons, South Carolina, South Florida, Southern Connecticut, Syracuse (MLS), Texas, Texas Woman's, Wayne State, Wisconsin-Milwaukee
38	Arizona (MLS), Brigham Young, Florida State, Tennessee

Table III-2b: Degree Requirements in Hours - Masters, 1981-82 (continued)

No. Hours	School
39	Southern Mississippi
40	Denver, Drexel, Emory (MLN), Illinois
42	California-Berkley, Washington
43	Louisiana
48	Dalhousie, North Carolina
49	Montreal
54	Syracuse
60	Alberta
72	California-Los Angeles

Western Ontario: 15 courses.
Long Island also requires 30-36 hours for Masters in Information Science.
Chicago: 15 courses beyond M.A.
British Columbia: 30 units.
Dalhousie: Minimum of 16 credit and 3 non credit courses: each credit course is the equivalent of 3 credit hours as generally expressed in U. S. terms.
Illinois: 10 units required.
McGill: 18 courses.
Pratt: 12 courses.
Toronto: 18 half courses for MLS, 8 half courses for MAT.

Associate Members

No. Hours	School
30	Kutztown
32	Central Missouri, Emporia
33	Western Maryland
34	St. Cloud
36	Appalachian, Sam Houston, Shippensburg

Table III-2c: Degree Requirements in Hours - Post-Masters, 1981-82

AALS Members

No. Hours	School
12	Texas (Endorsement of specialization)
18	Wisconsin-Madison
20	Drexel
24	Kent, Pittsburgh, Rutgers, St. John's Wisconsin-Milwaukee
24-36	North Texas
28	Minnesota

Table III-2c: Degree Requirements in Hours - Post-Masters, 1981-82 (continued)

No. Hours	School
30	Alabama, Albany, Atlanta, Buffalo, California-Berkley, Columbia, Denver, Emory, Florida State, Indiana, Long Island, Oklahoma, Peabody, Queens, Rhode Island, Rosary, South Carolina, So. Connecticut, Texas, Wayne State, Western Michigan
32	Arizona
36	South Florida, Syracuse
40	Illinois

Chicago: 9 courses beyond M.A. in library science
Pratt: 10 courses

Associate Members

No. Hours	School
30	Appalachian, Central Missouri, St. Cloud

Table III-2d: Degree Requirements in Hours - Doctorate, 1981-82

AALS Member

No. Hours	School
30	North Carolina (minimum)
32	Florida State (minimum)
36	Simmons
40	Drexel (minimum)
42	Columbia
50	Texas (average)
54	Pittsburgh
59	Michigan
60	Buffalo, Drexel (minimum), North Texas
72	Maryland
78	Case Western Reserve, Rutgers, Syracuse
90	Indiana, Texas Woman's (beyond Bachelor's)

Variants:

Minnesota: no credit minimum: 3 quarters in residence required.
Western Ontario: 8 courses.
California-Berkeley: no requirements beyond residence requirement of 6 quarters at four units since beginning of graduate study at Berkeley.

Illinois: 12 units course work plus 32 hours for thesis.
Chicago: 18 courses beyond M. A. in library science.
Toronto: 8 half courses plus thesis.
California, Los Angeles: not specified.

None of the Associate member schools reported a PhD program.

Table III-2e: Degree Requirements in Hours - Joint Program, 1981-82

AALS Members

School	Hours in Lib. Sci.	Hours in Other Prog.	Other Discipline
Brigham Young	30	81	JD
Buffalo	36	30	Music
	18	42	Ph.D Higher Education
Cal.-Los Angeles	18	24	Management
	18	12	History
	18	12	Latin Amer. Studies
Case Western	36	27	Art
	36	27	American Studies
	36	27	English
	36	27	History
	36	30	History/Archives
	36	30	History/Amer. Studies
	36	27	Political Science
Chicago*	11 courses	14 courses	Business
	9 courses	15 courses	South East Asian*
Clarion	36	24	Communication
Columbia	30		Russian Institute
	30		East Asian Institute
Denver	45	115	MLL
	45	45	History/Archives
Indiana	30	20-24	History
	30	25-30	Music
	30	9-12	Chemistry
	30		Journalism
	31	36	Public Administration
	30	20-24	History and Philos of Science
Iowa	27	33-51	Business
Kent State	Can be done with any other graduate unit		
Maryland	27	27	History
Oklahoma	36	21	not given
Pittsburgh	36	31	Pharmacy
	36	108	Theology
	18	6	Agriculture
	10	10	Education-Media Cert.

Table III-2e: Degree Requirements in Hours - Joint Program, 1981-82 (continued)

AALS Members

School	Hours in Lib. Sci.	Hours in Other Prog.	Other Discipline
	33	7	Education-School Lib.
	17-19 (6th yr.)	5-7	Education-Supervision
	47-49 (Ph.D)		
	3	6	English
Rhode Island	54 total		History
	57 total		Public Administration
Rosary	30	6	Business
	30	2.5 years	Divinity
	30	24	MBA
Rutgers	60 total		Reading
St. John's	33	24	Pharmacology
South Carolina	27	27	English
So. Connecticut	36	86	J.D.
	36	30	Instruction Technology
	36	30	History
	36	30	Chemistry
	36	30	English
So. Mississippi	33	24	History
Syracuse	36	88	J.D.
W. Michigan		12-24	Management
Washington	34	11	Law
Wisconsin-Milwaukee	30	24	Music
	30	18	History
	30	18	Geography

*Chicago: plus three in either program.

Associate Members

Emporia	26-28	24-26	History

Table III-2f: Degree Requirements for All Programs by School, 1981-82

AALS Members

School	Undergraduate Major	Undergraduate Minor	Masters	Post-Masters	Ph.D
Alabama			36	30	
Albany		18	36	30	
Alberta			60		
Arizona			38		

Table III-2f: Degree Requirements for All Programs by School, 1981-82 (continued)

AALS Members

School	Undergraduate Major	Undergraduate Minor	Masters	Post-Masters	Ph.D
Atlanta			36	30	
Ball State	36	24	30		
Brigham Young	14		38		
British Columbia			30 units		
Buffalo			36	30	60
Cal.-Berkeley			42	30	
Cal.-Los Angeles		10	72	36	not specified
Case Western			36		78
Chicago			15 courses	9 courses	18 courses
Clarion	24		36		
Columbia			36	30	42+
Denver			40	30	
Drexel			40	21	40
Emory			30	30	
Florida State	32	22	38	30	32 min.
Hawaii			36		
Illinois		21	10 units	10 units	12 units
Indiana		18	36	30	90
Iowa			33		
Kent		15	36	24	
Kentucky			36		
Louisiana			43		
Long Island			36	30	
Maryland		18	36		60 course cr.
McGill			18 courses		
Michigan			36		59
Minnesota			36	28	*
Mississippi			36		
Missouri	18-22		36		
Montreal			48,49*		
North Carolina			48		30-36
N.C. Central		30	36		
N.C. Greensboro			36		
No. Illinois		18	30		
North Texas	24	18	36	24-36	60
Oklahoma			36	30	
Peabody			36	30	
Pittsburgh			36	24	54
Pratt			12 courses	10 courses	
Queens			36	30	
Rhode Island			36	30	
Rosary			36	30	
Rutgers			36	24	78
St. John's			36	24	
San Jose			36		
Simmons			36		36

Table III-2f: Degree Requirements for All Programs by School, 1981-82 (continued)

AALS Members

School	Undergraduate Major	Undergraduate Minor	Masters	Post-Masters	Ph.D
South Carolina			36	30	
So. Florida			36	36	
So. Connecticut	30	18	36	30	
So. Mississippi		18	39		
Syracuse	24		36,54(IRM)	36	78
Tennessee		16	26	34	
Texas			36	12-30***	*
Texas Woman's	18	12	36		90
Washington			42		
Wayne State		20	36	30	
W. Michigan		18	30-36	30	
Wisc.-Milwaukee			36	24	
Wisc.-Madison		18	30	18	

Variants:

Western Ontario: Masters requirements: 15 courses. Doctorate: 8 courses.
*Minnesota: no credit minimum. Three quarters in residence required.
**Montreal: 48 hours without thesis, 49 with thesis.
***Texas-Austin: Post-master's: 12 hours for endorsement of specialization; 30 hours for sixth year of advanced study.
Doctorate: no fixed minimum, average around 50 hours.
Toronto: 18 half courses for MLS, 8 half courses for MAT, 8 half courses ± thesis for doctorate.
Dalhousie: minimum of 16 credit and 3 non credit courses required for Masters.

Associate Members

School	Undergraduate Major	Undergraduate Minor	Masters	Post-Masters	Ph.D
Appalachian	31	19-21	36	30	
Baylor	27	20			
Central Missouri			21	20	
Emporia			32		
Kutztown	27	6	30		
St. Cloud		16-24	34	30	
Sam Houston		18	36		
Shippensburg	27	18	36		
Western Maryland			33		

Question 5. Does your program accept students on a part-time basis.

All schools, except the University of Toronto and University of Montreal, reported that they accept students on a part-time basis in all of their programs, except for the following schools, which have some restrictions:

Dalhousie: There must be two terms of full-time residence, one of which must be the first one of admittance to the school.
Indiana: Doctorate requires two semesters of residence.
Maryland: First year residence for doctorate.
McGill: Accept students part-time in the second year of Masters program.
Michigan: For Doctorate, may be part-time after the first year.
North Carolina: Must be full-time for two consecutive semesters for doctorate, and full-time first semester for Masters.
Syracuse: Allow part-time doctoral students occasionally.
Western Ontario: Students are not accepted part-time in the first two years of the doctoral program.

Question 6. What are the minimum and maximum times possible for completion of program.

The information received from this question is reported in two tables for clarity. The minimum time possible for a student to obtain a Masters degree from an AALS member school ranged from eight to twenty-four months. and from an Associate member school, the minimum range was from eleven to sixteen months. For a Post-Masters at an AALS member school, the minimum time possible to complete the program ranged from eight to twelve months, and at Associate member schools, the range was eleven to twelve months. The minimum time possible to complete a Doctoral program ranged from twelve to thirty-six months at an AALS member school.

The maximum time allowed by AALS member schools to complete a Masters program ranged from one to ten years, and at an Associate member school, the range was from five to eight years. Post-Masters work at an AALS member school ranged from three to ten years, and at an Associate member school, the range was from five to eight years. At AALS member schools, the maximum time allowed for completion of the Doctorate ranged from three to ten years. There are some schools who do not have a maximum time limit for their programs. Many of the responses to this question were qualified by the statement that an appeal for an extension of time was possible.

Table III-3a: Minimum Time, by Number of Schools, for Completion of Programs, 1981-82.

AALS Members

Months	Masters	Post-Masters	Doctorate
8	1	2	
8.5		1	
9		1	
10	3	3	
10.5	1	1	
11	3	1	
12	40	10	1
13	1		
14			
15	4		
16	2		
17			
18	2		3
19			
20	1		1
21	1		
24	2		5
35			1
36			8

Rutgers: No minimum for post-masters and doctorate.
Texas: Minimum for doctorate varies.
Toronto: No minimum for doctorate.
Wayne State: No minimum for post-masters and doctorate.
Chicago: No minimum for masters, post-masters, and doctorate.

Associate Members

Months	Masters	Post-Masters	Doctorate
11	1	1	
12	6	2	
15	1		
16	1		

Table III-3b: Maximum Time, by Number of Schools for Completion of Program, 1981-82.

AALS Members

Years	Masters	Post-Masters	Doctorate
1	1		
2	1		
3	4	4	1

Table III-3b: Maximum Time, by Number of Schools for Completion of Programs, 1981-82 (continued)

AALS Members

Years	Masters	Post-Masters	Doctorate
4	8	6	1
5	18	14	5
6	24	5	2
7	7	3	7
8	3		1
9			3
10	1	1	1
14			1

Associate Members

Years	Masters	Post-Masters
5	1	1
6	4	1
7	2	
8	2	1

Table III-3c: Minimum and Maximum Times By Schools to Complete Degrees, 1981-82.

AALS Members

	MASTERS		POST-MASTERS		DOCTORATE	
	Min. (mos)	Max. (yrs)	Min. (mos)	Max. (yrs)	Min. (mos)	Max. (yrs)
Alabama	12	5	12	5		
Albany	12	6	9	5		
Alberta	24	5				
Arizona	11	6				
Atlanta	12	6	12	6		
Ball State	9	6				
Brigham Young	12	5				
British Columbia	15	5				
Buffalo	12	5	9	5	24	7
Cal.-Berkeley	9	1	9		18	4
Cal.-Los Angeles	18	2	9	3	35	5
Case Western	9	5	9	5	24	5
Chicago	-	-	-	-	-	-
Clarion	13	6				
Columbia	10	4	8.5	4	24	9
Dalhousie	16	6				
Denver	12	5	9	3		

Table III-3c: Minimum and Maximum Times By Schools to Complete Degrees, 1981-82 (continued)

AALS Members

	MASTERS		POST-MASTERS		DOCTORATE	
	Min. (mos)	Max. (yrs)	Min. (mos)	Max. (yrs)	Min. (mos)	Max. (yrs)
Drexel	12	3	9	3	24	7
Emory	9 MA 11 MLN	5	9	5		
Florida State	12	7	9	7	12	7
Hawaii	10	5-7				
Illinois	12	5	12	5	36	6
Indiana	12	5	10	5	36	14
Iowa	12	10				
Kent	12	6	8	4		
Kentucky	12	8				
Long Island	12	5	12	5		
Louisiana	15	6				
Maryland	12	3			36	9
McGill	24	4				
Michigan	12	6			36	7
Minnesota	12	7	9	7	36	5
Mississippi	12	6				
Missouri	12	8				
Montreal	20	3				
North Carolina	18	5			36	8
N.C. Central	10.5	6				
N.C. Greensboro	12-18	5				
No. Illinois	10	6				
North Texas	12	5-8	8	10	24	10
Oklahoma	12	4	12	4		
Peabody	9	6	9	6		
Pittsburgh	12	4	9	4	20	6
Pratt	12	4	12	4		
Queens	12	4				
Rhode Island	12	4	12	5		
Rosary	12	5	10	5		
Rutgers	12	3		3		7
St. John's	15	5	10	5		
San Jose	12	7				
Simmons	12	6			18	3
South Carolina	12	6	11	5		
So. Florida	12	7	12	7		
So. Connecticut	12	6	9	6		
So. Mississippi	12	6				
Syracuse (MLS)	12	5	12	5	36	5
(IRM)	21	5				
Tennessee	12	6				

Table III-3c: Minimum and Maximum Times By Schools to Complete Degrees, 1981-82 (continued)

AALS Members

	MASTERS		POST-MASTERS		DOCTORATE	
	Min. (mos)	Max. (yrs)	Min. (mos)	Max. (yrs)	Min. (mos)	Max. (yrs)
Texas	12	6	10.5	6	varies	9
Texas Woman's	12	6				
Toronto	16	5				7
Washington	15	6				
Wayne State	11	6		6		
W. Michigan	9-12	6	9-12	5		
Western Ontario	12	5-6			36	7
Wisc.-Madison	8	7	12	0	18	0
Wisc.-Milwaukee	12	7	9	4		

Associate Members

Appalachian	15	6	12	6
Baylor	12	5		
Central Missouri	11	3	11	8
Emporia	12	6		
Kutztown	12	6		
St. Cloud	12	7		
Sam Houston	12	6		
Shippensburg	16	7		
Western Maryland	12	8		

Question 7. At the end of the maximum time allowed for completion of the program, are some portions of the program declared obsolete or is the student's program cancelled.

This question was clarified by the statement: A course is considered obsolete, and not cancelled, if it is possible to revalidate it through an exam or taking another course.

Table III-4: Status of Courses after Maximum Time, 1981-82.

	AALS Member		Associate Member	
	Obsolete	Cancelled	Obsolete	Cancelled
Masters	39	16	9	1
Post-Masters	19	7	4	
Doctorate	9	6		

Variables:

Alabama: An extension of time may be granted to those who have interrupted their study for a valid reason.
California-Berkeley: Students are not penalized for exceeding normative time.
Dalhousie: Student would be required to submit a petition for extension of time period and school's recommendation would be sent to the Dean of Graduate Studies for approval.
Drexel: Handled on an individual basis when necessary -- normally a time extension is allowed.
Emory: Under special circumstances a student can petition the faculty for an extension of time to permit completion of the degree program.
Illinois: Student may petition for an extension of time.
Iowa: Credits over ten years old must be replaced with appropriate new courses.
Kent: Must update each obsolete course to satisfaction of faculty member who is course director.
Long Island: At the Masters level, it is possible to revalidate a course.
Maryland: Determined by College's Committee on Admissions and Academic Standards, but no coursework completed more than five years prior to receipt of degree can be applied to the degree. If older than five years, course would have to be repeated. At the end of the period, the student would have to reapply but work would be accepted.
Michigan: At Master's level, a course is cancelled outright if extended to ten years. At Doctoral level, there is no set policy by the Graduate School and varies with individual case.
North Texas: Credits for Masters degree reduce to half value after 5 years to zero value after 8 years. Credits for Post-masters and Doctorate reduce to zero after 10 years.
Rhode Island: Student petitions for an extension and each case is acted upon by the Dean and the Dean of the Graduate School.
St. John's: Handled individually. Sometimes by extension, at times part of the program may be salvaged.
Simmons: Student may petition for an extension.
South Florida: May petition to revalidate.
So. Mississippi: Obsolete, but revalidation by exam is possible.
Syracuse: For the doctorate program, this is determined by a student-faculty committee.
Washington: Portions become obsolete.
Wisconsin-Madison: Courses become obsolete, but can be revalidated through testing.

Question 8. How many hours must be taken by all students in required course work.

Table III-5: Required Course Hours by Number of Hours, 1981-82.

Hours	Masters			Post-Masters		Doctorate
	AALS	Member	Associate	AALS	Assoc.	AALS
1		1				
2						1
3				5		

Table III-5: Required Course Hours by Number of Hours, 1981-82 (continued)

	Masters		Post-Masters		Doctorate
Hours	AALS Member	Associate	AALS	Assoc.	AALS
4					2
6			2		3
7				1	
8	3		2		2
9	7	1	3		4
10	1			1	
12	13	1	2		4
15	11	1	1		1
15	11	1	1		1
16	5				
18	10	2			
20	2				1
21	2				
22	2	1		1	
23	2				
24	1	2			
27	1				
28		1			
30			2		
33	1				
36	2				2
120	1				
500	1				

Question 9. Are students allowed to exempt any required courses.

Table III-6: Exemption of Required Courses by Programs, 1981-82.

	AALS Member		Associate Member	
	Yes	No	Yes	No
Masters	54	12	8	1
Post-Masters	12	9	3	
Doctorate	5	14		

Question 10. If yes, how are such exemptions determined.

Table III-7: Methods of Exempting Required Courses* 1981-82

	AALS Member	Assoc. Member
Written exam	25	2
Transcript from other school	46	6
Approval of adviser/instructor	26	4

*Most schools have a combination of these methods

Variations:

--with approval of Curriculum Committee (Alabama)
--by petition citing relevant evidence (Buffalo, Emory, Simmons)
--assessment of background (Drexel)
--approval of Admissions Committee (Illinois, Maryland)
--oral exam (Indiana, Pittsburgh)
--core course taken as undergraduate at Iowa, or equivalent course elsewhere approved by Director (Iowa)
--only if transferring from school with 2 year MLS into 2nd year or if holding American MLS (McGill)
--some make-up work is usually required (Minnesota)
--relevant experience for field work (Montreal)
--in certain cases an advanced course may be substituted in the same area when the student has recently completed work in that area (Texas Woman's)
--other demonstation of competence (Appalachian)
--professional experience (Sam Houston, Western Maryland)

Question 11. If exemption is permitted, does a student gain credit for such courses.

Table III-8: Credit Gained through Exemption of Required Course, 1981-82.

	AALS Member		Assoc Member	
	Yes	No	Yes	No
Masters	19	31	0	8
Post-Masters	3	11	0	3
Doctorate	1	7		

Question 12. What is the maximum number of credit hours which may be transferred in from other college or university program (not to include exemption credits)

Table III-9: Credit Hours Transferred, By Program, 1981-82

AALS Members

Hours	Masters	Post-Masters	Doctorate
0	1	1	1
3		2	
4	1		
6	34	17	4
8	4	2	
9	6	2	1
10	2	1	
11	1		
12	5	2	2
14	1		
16		1	

Table III-9: Credit Hours Transferred, By Program, 1981-82 (continued)

AALS Members

Hours	Masters	Post-Masters	Doctorate
24	1		1
30			3

Associate Members

5	1	1
6	5	
8	1	1
10	1	1
12	1	

Variables:

British Columbia: 6 units.
Chicago: one quarter for Masters.
Dalhousie: one academic year's study.
Rhode Island: 20% of program for Masters and Post-Masters.
Toronto: 10 half courses.
Western Ontario: four half courses.

Question 13. Do you allow transfer credit form a library program which is not ALA accredited.

Of the AALS members, seventeen allow transfer credit from non-ALA accredited programs while forty-eight do not. Brigham Young will not accept library science credits, but will accept others from media, education and administration. Dalhousie will accept some depending on the individual circumstances, i.e. from non-North American schools and the University of Ottawa. Iowa does not accept transfer credit except for the University of Northern Iowa. Kent will only accept credit for elective courses, the University of Montreal will transfer from some European schools and St. John's has not yet had to make a policy decision on this. Wayne State will accept transfer of courses in the area of children's literature and school library courses. Of the Associate member schools, seven accept transfer credit from non-ALA accredited programs, but two do not.

Question 14. Is a thesis required, or is there an elective available to students to write a thesis paper. If yes, how many credit hours are earned.

The term "thesis" is used here to cover a wide variety of synonyms, such as research study, masters paper, specialist paper, professional paper or some form of independent research work.

Table III-10a: Number of Schools by Thesis Requirement, 1981-82

	AALS Member		Assoc Member	
	Req.	Opt.	Req.	Opt.
Masters	11	37	1	7
Post-Masters	13	7	1	1

Table III-10b: Hours of Thesis Credit, by Schools and Programs, 1981-82
X = no hours given

AALS Members

School	Masters		Post-Masters	
	Required	Optional	Required	Optional
Albany		2-6	3-6	
Alberta		9		
Arizona		1-3		
Atlanta			6	
Ball State		5		
Brigham Young	4			
Buffalo		6		6
Cal. Berkeley	X		X	
Chicago	X			
Clarion		1-3		
Dalhousie		12		
Denver		X		X
Drexel		X		
Emory	X			
Florida State		6		
Hawaii		9		
Illinois		8	8	
Indiana		6		6
Iowa		6		
Kent		6		6
Kentucky		6		
Long Island		3		
Louisiana		up to 9		
Maryland		9		
Minnesota	3		6	
Mississippi		6		
Missouri		1-6		
Montreal		20		
North Carolina	0			
N.C. Central		6		
N.C. Greensboro	X			
No. Illinois		1-6		
No. Texas		6		
Oklahoma		X		
Peabody			6	
Pratt			6	
Queens	3			

Table III-10b: Hours of Thesis Credit, by Schools and Programs, 1981-82 (continued)

AALS Members

School	Masters		Post-Masters	
	Required	Optional	Required	Optional
Rosary				
Rutgers			X	
St. John's			6	
Simmons		1-6		
South Carolina		X		1-6
So. Florida			X	
So. Connecticut		4	9	
So. Mississippi		3	3	
Syracuse		3-6		
Tennessee	1-6 (IRM)	1-6(MLS)		
Texas		6		1-6
Texas Woman's		3		
Toronto	3			3
Washington		2 halfcourses		
Wayne State		6-10		
Wisconsin Masison		3		
			3	

Associate Members

Appalachian		4		
Baylor		3-6		4
Central Missouri		1		
Emporia		5	1	
St. Cloud	1-8			
Sam Houston			1-6 (Ed.S)	
Shippensburg		3-6		
Western Maryland		3-6		
		3		

Question 15. If your school offers field work for credit, how many credits may be earned.

Field work here is defined as supervised work in a library or information agency situation.

Table III-11a: Number of Schools Offering Field Work for Credit, 1981-82.

	AALS Member	Assoc. Member
Masters	61	8
Post-Masters	19	3
Doctorate	2	

Table III-11b: Number of Hours Credit for Field Work, 1981-82.

AALS Member

Credit Hours	Masters	Post-Masters	Doctorate
1-2	2		
1-3	4	12	
1-6	2	2	
1-8	1		
1-10		1	
2	5	1	
2-3	4	2	
2-4	5		
2-5	1		
2-8	1		
3	22	7	
3-6	5	2	1
4	2		
4-8	2		
6	1	1	
6-12	1		
no limit	1	1	1
half course	1		
half of 3 credit course			

Associate Members

Credit Hours	Masters	Post-Masters
1-3	2	
1-6		1
1-8	1	1
3	2	
2-3	1	
2-4		1
3-6	2	

Question 16. Is field work required of all students.

Of the AALS members, Alberta, British Columbia, Dalhousie, Florida State, Missouri, Montreal, North Carolina and Texas Woman's require field work of all students. Four of the associate member schools require field work: Baylor, Central Missouri, Sam Houston and Western Maryland.

Question 17. Are there special requirements for graduation.

Other than a grade point average and residency, this would include such items as comprehensive exams, language, statistics, etc.

Table III-12: Special Requirements For Graduation, 1981-82.

AALS Members

	Comprehensive	Foreign Language	Others*
Masters	23	6	7
Post-Masters	4	1	6
Doctorate	21	8	9

Associate Members

Masters	6		1
Post-Masters	3		

*Others specified for Masters and Post-Masters:

Field project (2 schools)
English qualifying exam (1 school)
Final exam (not comprehensive) if thesis is not opted (1 school)
Research report (4 schools)
Graduate research methodology course (1 school)
Communication skills (2 schools)
Oral exam and specialist paper (1 school)
Research project (1 school)
Individual study project (1 school)
English proficiency, AV competency (1 school)

Others specified for Doctorate:

Written and oral qualifying exam (1 school)
Dissertation and oral exam (4 schools)
Field research project (1 school)
Research tools (1 school)
Statistics (1 school)

Question 18. Are there pre-requisites to entering your program.

Table III-13: Pre-requisites for entering program, 1981-82.

	AALS Member	Assoc. Member
Library experience	3	
Undergraduate library science	2	1
Foreign language	4	
GRE-MAT-TOEFL, etc.	53	6
Interview	24	5
Other	31	2

The specific responses to the Other category were as follows:

a. Writing proficiency (1 school)

b. letters of recommendation (10 schools)
c. Undergraduate QPA (10 schools)
d. Written statement of reason for pursuing degree (4 schools)
e. Liberal arts hours (4 schools)
f. Transcript (1 school)
g. Questionnaire (1 school)
h. SAT score (1 school)

Question 19. Please indicate the number of courses taught away from the main campus.

If a university was composed of a number of campuses at different locations in the state, the main campus would be that one where the library school had its permanent building and administrative offices. Off-campus teaching would include any branch or regional campus of the university, as well as any other non-university location, such as a public library.

Table III-14: Courses Offered Away From Main Campus, 1981-82.

AALS Members

	No. of Courses	Required			Elective			Faculty	
		M.A.	P-M.	PhD.	M.A.	P-M.	PhD.	Reg.	Adj.
Alabama	2	2						2	
Albany	4				4			3	1
Alberta					1			1	
Arizona	1	1						1	
Brigham Young	5	1			4			5	
Florida State	7	2			5			7	
Illinois	4				4			2	2
Indiana	21	8			13			3	18
Kent	20	9			11			3	17
Kentucky	7	3			4			4	3
Long Island	10	6			4			8	2
Louisiana	4				4				4
Maryland	1				1				1
Michigan	11				11			9	2
Mississippi	9	3			6			9	
Missouri	6	1			5				
North Carolina	2				2			2	
No. Illinois	15	5			10			12	3
Oklahoma	4	2			2			4	
Pratt	11	1			10			6	5
Queens	3				3				3
Rhode Island	14	10			4			4	10
Rosary	2	1			1			2	
San Jose	2				2				2
South Carolina	13				13			2	11

Table III-14: Courses Offered Away From Main Campus, 1981-82. (continued)

AALS Members

	No. of Courses	Required			Elective			Faculty	
		M.A.	P-M.	PhD.	M.A.	P-M.	PhD.	Reg.	Adj.
So. Florida	14	6			8			13	1
So. Connecticut	5	1	1		2	1		3	2
So. Mississippi	6	4			2			5	1
Wayne State	9	2			7			8	1
Western Michigan	13	7			6			7	6
Western Ontario	7	3			4			7	
Wisc.-Milwaukee	3	2			1			3	
Associate Members									
Appalachian	3	2			1			3	
Central Missouri	3	3						3	
Emporia	13	2			11			8	5
St. Cloud	4	1			3			3	1
Sam Houston	12	12						10	1
Western Maryland	1	1							

Question 20: How many of these courses offered away from the main campus were taught by regular faculty, adjunct faculty or other ways.

The results of this question were listed in Table III-14 as it was felt a clearer picture of the total off-campus teaching activities could be gained if all aspects were printed together.

Question 21: How many individual courses were listed in your catalog during the last report year, and how many were taught on the main campus during the last report year.

Question 22: Please indicate the number of courses available during the last report year, by the categories listed.

The data received for these two questions have been combined into one table. Categories for question 22 are:

A. Undergraduate credit only
B. Undergraduate or Masters credit
C. Masters credit only
D. Masters credit or Post-Masters credit
E. Post-Masters credit only
F. Post-Masters or Doctoral credit
G. Doctoral credit only.

Table III-15: Courses Listed in Catalog, by Level Taught Last Academic Year, 1981-82.

AALS Members

School	Courses Listed	Taught	% Taught	A	B	C	D	E	F	G
Alabama	54	52	96			3	47	4		
Albany	65	62	95	1	6	1	61	4		
Alberta	46	38	83		8	30				
Arizona	48	41	85		4	44				
Atlanta	33	25	76		4		20	4		
Ball State	59	44	74	18		39				
Brigham Young	36	32	89	4	20	12				
British Columbia	48	44	92			44				
Buffalo	42	40	95			2	40			
Cal. Berkeley	71	71	100	1	3	67				
Cal. Los Angeles	74	63	85	5		3	52			3
Case Western	75	72	96			67				5
Chicago	51	36	70			36*				
Clarion	45	41	91	7	3	31				
Columbia	67	66	98			20	43**			3
Dalhousie	41	37	90			41				
Denver	60	57	95	12		42	3			
Drexel	55	51	93			9	46			
Emory	39	33	85			33				
Florida State	70	65	93	3	6		54		7	7
Hawaii	35	32	91			32				
Illinois	67	50	75		9	1	50	1		6
Indiana	57	48	84				42			6
Iowa	31	30	97	1	7	22				
Kent	55	45	82	5	1	7	30	2		
Kentucky	46	43	93		11	35				
Long Island	48	27	56		6	42	6			
Louisiana	43	40	93			40				
Maryland	68	53	78	5	2	11			49	1
McGill	44	34	77			34				
Michigan	56	53	95		1	48				4
Minnesota	37	32	86		8		23			1
Mississippi	35	29	83		16	13				
Missouri	52	49	94	5	19		28			
Montreal	43	36	81			36				
North Carolina	58	38	66	2	11		42			3
N.C. Central	37	31	84	4	4	29				
N.C./Greensboro	27	24	89		6	21				
No. Illinois	36	32	89	4	4	24				
North Texas	51	45	88		9		42**			
Oklahoma	40	40	100	2		39				
Peabody	43	33	77		4		29			
Pittsburgh	168	113	67	5	18		74		14	2
Pratt	54	31	57			9	33			
Queens	35	28	80				28			

Table III-15: Courses Listed in Catalog, by Level Taught Last Academic Year, 1981-82 (continued)

AALS Members

School	Courses Listed	Courses Taught	% Taught	A	B	C	D	E	F	G
Rhode Island	44	42	95				43	1		
Rosary	53	32	60				32			
Rutgers	77	64	83				48	3	11	2
St. John's	42	33	78	2		6	25			
San Jose	31	27	87		2	29				
Simmons	58	50	86			32	15			3
South Carolina	58	56	96		4		58			
South Florida	49	42	86	3	6	6	34			
So. Connecticut	80	66	82	28			43			
So. Mississippi	50	40	80	3	12	35				
Syracuse	59	42	71	3	6		31			2
Tennessee	47	47	100	3	4	40				
Texas	56	43	77	4		1	48		1	2
Texas Woman's	50	41	82	8		43				7
Toronto	43	33	77				43			
Washington	53	44	83	3	2	39				
Wayne State	65	30	46		16	2	33	11		
Western Michigan	43	39	91	3	8	27	1			
Western Ontario	65	72	100				65			15
Wisc.-Madison	47	39	83		5		34			
Wisc.-Milwaukee	43	40	93	1	10		29			

Associate Members

Appalachia	48	38	79	7	12	16		2		
Baylor	18	14	78	5	8	5				
Central Missouri	26	20	77	2	10		8			
Emporia	43	38	88	1		38				
Kutztown	34	28	82	16	3	9				
St. Cloud	48	40	84	5	14			28		1
Sam Houston	33	26	79	2				33		
Shippensburg	36	23	64	7	4		15			
W. Maryland	11	8	73				8			

Question 23. If there are courses in your catalog which are cross-listed with other departments or units of instruction, please specify the number of courses and the name of the other department(s).

To be based in a department, the major teaching responsibility for that course should be carried out by that department. To be cross-listed, a course should be printed in the University catalog in two different departments, with the cross-listing availability indicated.

Table III-16: Courses Cross-Listed with Other Units of Instruction, 1981-82.

School	AALS Members Based in Library School	Other Unit
Alberta	7	(not specified)
Arizona	2	2 Secondary Education
		1 Music
Atlanta	2	Education
Cal. Los Angeles	0	1 Latin American Research
		1 African Bibliography
Case Western	3 Archives	1 Music
		1 Art
Chicago	14	5 (not specified)
Clarion	44	1 Communication
		Media production
Dalhousie	4	Education
Denver	0	1 Archival Institute
Emory	1	(not specified)
Illinois	1	Communications
Iowa	1	2 Education
		1 English, Journalism
Kentucky	2	College of Communications
Louisiana	2	2 Computer science
Maryland	2	(not specified)
McGill		7 Faculty of Management
Michigan	2 Education & History	Music
Missouri	1	4 Information science
Montreal	1	Linguistics & philology
North Carolina	1	2 Computer science
N.C. Central	37	0 (not specified)
No. Illinois	1	1 Curriculum & Instruction
Oklahoma	0	1 Education
Peabody	3	1 Teaching & Learning
Pittsburgh	1 Info. Sci.	1 Arts and Sciences
Rutgers	2	2 Education
St. John's	8	8 Education
So. Mississippi	12	Education
Syracuse	5	1 Computer science
		1 Speech
		1 Education
		2 Management
Tennessee	3	2 Instructional media
Texas	1	1 History
Wayne State	13	3 Instructional tech.
		4 ELE
		1 EED
		5 History

Table III-16: Courses Cross-Listed with Other Units of Instruction, 1981-82 (continued)

AALS Members

School	Based in Library School	Based in Other Unit
Wisc.-Madison	3	3 History
Wisc.-Milwaukee	5	3 Education
		1 History
		1 Geography

Associate Members

Baylor	18	5 Education
Central Missouri	1	1 English
		1 Mass Communication
		1 Education
		1 Instructional Technology
Emporia	0	1 Instructional & Community TV & Radio Production
Kutztown	0	2 A-V Communications
Sam Houston	0	1 Computer Science

Question 24: Please indicate curriculum changes which were made during last report year.

Specific information was asked for within the categories of question 24, such as title of courses added, title of courses dropped and title of new programs added. A total of 80 new courses were added by 32 AALS member schools and four associate members schools. The titles of these new courses have been grouped broadly by categories based solely on the wording of the title.

NEW COURSES

ON-LINE & COMPUTER BASED

Computer-based bibliographic searching
Library applications of microcomputers (2 schools)
Computer programming for library operations and services (2 schools)
Bibliographic utilities and networks
On-line bibliographic control
On-line information systems
Computer systems for information processing
On-line access to business information
Computerized information storage and retrieval
Bio-medical data base
Computer-assisted legal research
Computers in library and information services
On-line information services

NEW COURSES (continued)

MANAGEMENT

Finance
Marketing of library services (2 schools)
Administration of reference
Proposal writing
Community analysis
Data-base management
Serials management

RESOURCES & SERVICES

Archives and mss.
Contemporary publishing and distribution of information
Social science and humanities reference sources
Research collection development
Information needs assessment
Information sources and services
Reference in instructional media centers
Community information services
Information use and services
Legal information resources
Information sources and services for children and young adults (2 schools)
Legal bibliography
Information sources in business (2 schools)
Government documents

LIBRARIANSHIP

Introduction to research and problem solving
Interpersonal communications
Information policy and planning
Seminar in information studies
Planning and evaluation of library science
Copyright issues
Seminar in library issues
Information professions
Books, libraries and the cultural heritage
Studies in librarianship
Human factors in information systems

PROCESSES

Indexing and abstracting (4 schools)
Measurement and evaluation of information systems and services
Information services in organizations
Conservation/preservation of library materials (2 schools)
Organization of library materials
Cataloging in instructional media centers

NEW COURSES (continued)

PROCESSES (continued)

Information technology (2 schools)
Technical services in law libraries
Information systems analysis and design

SPECIAL GROUPS AND TYPES

Special collections
Research in health sciences
Communication and information use among scientists and scholars
Media services for handicapped children
Storytelling to children and adults
Special library information systems
Special libraries
Law librarianship
Library service for multi-cultural communities

EDUCATION

Teaching apprentice practicum
Bibliographic instruction
Seminar in training and development

MEDIA

Library multi-media systems
Theory and production of library media communications

COURSES DROPPED

In the 1980-81 report, the content of many of the courses dropped by schools was integrated into new courses and subsumed under a new title. In this year's report, fewer courses were reported as dropped (34 courses by 19 schools) but most appeared to be a clear drop, as any new courses added by that school in most cases did not reflect the same content area.

ON-LINE AND COMPUTER BASED

Automatic indexing
Introduction to computers
Searching MARC records

MANAGEMENT

Supervision of district media services
Principles of library administration

COURSES DROPPED (continued)

RESOURCES AND SERVICES

Library information service
Reference librarianship
Bibliography
Latin American research resources
Information materials

LIBRARIANSHIP

Foundations for library and information studies
Communications and libraries
Library and society
History of books and printing

PROCESSES

Systems for subject access to library material
Analysis of literature/childhood
Theory of information retrieval
Testing of information systems
Technical services

SPECIAL GROUPS AND TYPES

Law librarianship
Science materials for non-specialist users
Literature for children
Literature for young adults
Readers services to adults

EDUCATION

Educational technology
Seminar in library education

MEDIA

School media systems
District/Regional media center
Independent media study
Media services and curriculum design
Information and technical services in media centers
Production of instructional materials
Instructional materials

NEW PROGRAMS

Nine AALS member schools reported adding new programs in the following areas:

Joint degree in Geography
Joint degree in History
Children's literature certificate
Special librarian/Information manager
Program for conservators and preservation administrators
Record management and information systems management
Master of archival studies
Joint degree programs with Journalism, Public and Environmental Affairs, History and Philosophy of Science
Masters in information science
Diploma in Advanced Librarianship

REVISION OF TOTAL CURRICULUM

Four schools reported a total curriculum revision during this report period: Emory, Long Island, Rutgers and Texas Woman's.

AREAS REVISED

Book arts
Core courses
Expanded archival education area
New sequence of required courses
Reduced foundations hours from 8 to 4
Changed core from 6 to 9 hours
School media
Information science
Integration of information science component
Review and revision of management component
Improved and enriched information science sequence and children and young adult sequence.

Question 25. Do you have a standing curriculum committee within the school.

Sixty two out of sixty six of the AALS Members schools indicated that they have a standing curriculum committee. Of the associate members, only one does not have a curriculum committee.

Question 26. Please indicate the number of people in the following categories.

There was no clear way to report the numbers in each category by school. While 58 of the AALS member schools have student representation, the ratio of student to faculty representation is generally very low.

Table III-18: Curriculum Committee Members by Categories, 1981-82

Categories	No. of Schools AALS Members	Assoc. Members
Faculty	62	6
Staff	8	1
Students	58	3
Alumni	9	1
Practitioners	5	1
Others	4	1

Question 27. Was there anyone assigned released or compensated time for planning supervision or coordination of curriculum during the report period.

Five AALS Member schools have someone responsible for this area under released time. One school allows 20%, two schools allow 25%, one school allows 33%, and one school allows 50%.

Of the associate member schools, one has a curriculum coordinator and it allows 50% released time.

Question 28. Are there curriculum changes under serious/active consideration.

Table III-19: Curriculum Changes Considered by Category, 1981-82

Categories	No. of Schools
Integrated core	5
Sixth year	8
Doctoral program	8
Two-year masters	1
Other joint masters	10
Others	21

Other joint masters being considered are in the areas of:

Urban Affairs
Management Information Systems
History (3 schools)
Asian Studies
Public Administration
Law
Slavic Languages
Urban and Community Information
Geography
Masters of Business Administration
Social Sciences and Center for Middle East Studies
English
Foreign Languages

Other changes being contemplated are:

Active consideration of slightly lengthened degree
Revision of Masters
Generic courses in types of libraries and materials selection
Part-time study
Information literacy sequence for undergraduates
Masters in information science
Revision of requirements; new programs
Undergraduate minor in information systems
Revision of MLS curriculum
Sub-specialty in information management
Specialization in archives; certificate in modern and historical archives under active consideration
Restructuring the present program
Course revisions
Considering developing a single-purpose joint MLS program with a concentration in school media with Ohio State University (Kent State)
Total curriculum review
BS in information and records management; MS in information resource management; MS in communication technology
Pennsylvania school library certificate
Revision of curriculum implemented in 1982/3
Conversion from quarter to semester system
Increased expansion and depth in management, technical services and reference
BA/MLS

INCOME AND EXPENDITURES

Fred W. Roper

Included in this section of the report is a descriptive analysis of the data pertaining to the financial status of both Member and Associate Member schools of AALS. Sixty-six of the 69 member schools returned the report forms. One contained incomplete data and was not included in the narrative summary. The summary data thus contains responses from 65 of the 69 member schools. Eight responses were received from schools with AALS Associate Member status. Each category of responses is reported separately.

Member Schools

FUNDING: AMOUNTS AND SOURCES

The sixty-five member schools reported total income in 1981/82 of $39,610,756, or an average income of $609,396, as shown in Table IV-1. Funding for the schools ranged from a high of $1,929,506 to a low of $241,198. The median income in 1981/82 was $496,458.

Table IV-1

Five-Year Funding Levels for Member Schools

Year	N	Total Income	Average Income
1977/78	65	$30,315,407	$487,197
1978/79	55	29,673,014	539,509
1979/80	57	31,670,446	555,622
1980/81	68	38,722,203	569,444
1981/82	65	39,610,756	609,396

(N=number of schools reporting total income)

The mean income represents an increase of 7.0 percent over the figures reported for 1980/81. Increases in recent years have been 10.7 percent (1978/79); 3.0 percent (1979/80); and 2.5 percent (1980/81).

The frequency distribution of the total income for member schools is contained in Table IV-2, which shows that only eight of the schools have incomes over $1,000,000. At the other end of the distribution are 43 of the 65 member schools with incomes under $600,000. The median reported income is $496,458 with a range from $1,929,506 to $241,198. It should be kept in mind that the figures for the Canadian schools in the survey are in Canadian dollars.

Table IV-2

Frequency Distribution of Total Income for Member Schools

$2,000,000 +	-
1,900,000 +	1
1,800,000 +	-
1,700,000 +	-
1,600,000 +	-
1,500,000 +	1
1,400,000 +	-
1,300,000 +	2
1,200,000 +	-
1,100,000 +	1
1,000,000 +	3
900,000 +	5
800,000 +	4
700,000 +	2
600,000 +	3
500,000 +	10
400,000 +	10
300,000 +	19
200,000 +	4

n=65

In Table IV-3, the sources of funds for member schools are described for the five-year period 1977/78-1981/82. The decline in federal funds as a percentage of total income, which began in 1978/79, has continued. In 1978/79, federal funds represented almost 12 percent of the total income; in 1981/82, they represented less than five percent.

As noted in previous reports, there continues to be a greater percentage of the total income provided by the parent institution. The average amount provided by the parent institution has increased by more than $140,000 since 1977 while the average amount available from federal funds has declined since 1978 by almost $25,000. It should be noted that not all the member schools received funds from the federal government or from other sources.

Table IV-3

Sources of Funds for Member Schools: 1977/78-1981/82

Year	n	Parent Institution Average Amount	Parent Institution % of Total	Federal Funds Average Amount	Federal Funds % of Total	Other Average Amount	Other % Of Total
1977/78	63	$411,622	85.54	$40,042	8.32	$29,534	6.14
1978/79	55	459,025	85.08	64,513	11.96	15,836	2.96
1979/80	57	486,157	87.50	43,892	7.90	25,572	4.60
1980/81	68	500,008	88.67	40,871	7.25	23,008	4.08
1981/82	65	553,696	90.85	29,731	4.87	25,968	4.28

Table IV-4 depicts the frequency distribution of income from the parent institution for member schools in 1981/82. These figures ranged from a high of $1,816,922 to a low of $241,198. Only four of the member schools received more than $1,000,000 in support from the parent institution, while 39 received less than $500,000.

Table IV-4

Frequency Distribution of Income from Parent Institution for Member Schools

$2,000,000	-
1,900,000	-
1,800,000	1
1,700,000	-
1,600,000	-
1,500,000	1
1,400,000	-
1,300,000	1
1,200,000	-
1,100,000	1
1,000,000	-
900,000	2
800,000	8
700,000	2
600,000	5
500,000	5
400,000	14
300,000	17
200,000	8
100,000	-

n=65

Nine of the member schools reported that their only income was from the parent institution. They ranged from a high of $1,525,181 to a low of $241,198, with a mean of $573,677 and a median of $417,245.

In 1981/82, 39 of the 65 member schools received federal funding, as shown in Table IV-5. The average amount of $49,552 followed the trend of the past four years and showed a decline of 12.7 percent. Since 1978/79, the average amount has declined from $98,561 to $49,552.

Table IV-5

Average Federal Funding for Member Schools, 1977/78-1981/82
(Excludes those who reported no federal funding)

Year	Number*	Average Amount
1977/78	42/63	$60,063
1978/79	36/55	98,561
1979/80	39/57	64,149
1980/81	41/68	56,738
1981/82	39/65	49,552

*Indicates actual number of schools receiving funds/total number of schools reporting

The range of funds in 1981/82 went from a high of $330,521 to a low of $101. The means total income for these 39 schools in 1981/82 was $688,898.

Income in the "Other" category was reported by 49 schools in 1981/82, with an average of $34,448. For 1980/81, 50 schools reported income in this category with an average amount of $46,431. Thus a decline of 26% was experienced in 1981/82. The median income in the "Other" category was $14,987, with a range from a high of $245,000 to a low of $32.

Types of income mentioned most often in this category were endowment income, fellowships and scholarships, publishing revenues, foundation research grants, state and regional grants and contracts, gifts from alumni, and income from workshops and other continuing education endeavors.

A comparison of the mean income of schools supporting library science libraries and those not supporting a library science library shows an even greater difference in 1981/82 than in 1980/81.

Table IV-6

Member Schools with/without Library Support in 1981/82

Category	N (1981/82)	Mean Library Support in 1981/82	Mean Income 1981/82	Mean Income 1980/81
Support Library	22	$22,946	$ 783,140	$ 639,708
No Support	43	--	525,116	517,246

In 1980/81, there was a difference of almost $123,000 between the median incomes of the two groups of institutions. As seen in Table IV-6, the difference has increased to more than $250,000, with library support averaging almost $23,000. Support ranged from a high of $94,054 to a low of $1,537.

For these data to be most helpful in the future, it seems likely that some changes may be needed in the collection instrument to determine the exact relationship of the library to the library school.

Of more significance are the differences in income between schools with doctoral programs and those without as indicated in Table IV-7. In addition to be considerably higher mean income, the schools with doctoral programs receive a higher percentage of their total income from federal and other funds. Indeed, the total mean income for schools with doctoral programs is more than two times as high as that of schools not offering the doctorate.

Table IV-7

Sources of Funds for Member Schools with/without Doctoral Programs in 1981/82

Category	n	Parent Institution		Federal Funds		Other		Total Income
		Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Amount
Doctoral Program	23	$828,637	88.33	$63,388	6.75	$46,085	4.91	$938,110
No Doctorate	44	403,134	93.89	11,300	2.63	14,952	3.48	429,386

EXPENDITURES: TYPES AND AMOUNTS

The 1981/82 expenditures for member schools are shown in Table IV-8, along with mean expenditures, ranges, and percent of total.

Table IV-8

1981/82 Expenditures for Member Schools over Seven Major Categories

Category	Amount	Mean	% of Total	High	Low
Salaries and Wages	$30,437,836	$468,274	76.91	$1,315,150	$198,165
Teaching and Administration	4,589,327	70,605	11.60	536,923	2,920
Library	504,803	7,766	01.27	94,054	1,537
Research	965,278	14,850	02.44	226,392	446
Scholarships and Fellowships	2,259,014	34,754	05.71	276,452	500
Continuing Education	495,449	7,622	01.25	97,458	260
Other	322,854	4,967	00.82	107,858	434
Totals	39,574,561	608,838	100.00	1,929,292	241,198

n=65

A comparison of these figures with those reported in the 1980/81 report shows a slight decline in the percentage spent for salaries (79.03% to 76.91%), an increase in the amount spent for non-salary teaching and administrative expense (8.72% to 11.6%), and a decline in expenditures for research (3.57% to 2.44%).

The total expenditures shown in Table IV-8 vary from the total amount reported as income.

The distribution of salaries and wages among the personnel categories, as shown in Table IV-9, shows increases over 1980/81 in each category except Clerical.

Table IV-9

Allocation of Salaries and Wages, 1981/82

Personnel Category	Total Spent	Average (n=65)	% of Total	Actual No.	Actual Average
Faculty	$23,887,496	$367,499	78.48%	65	$367,499
Specialist	2,010,926	30,937	6.68%	36	55,859
Clerical	2,699,019	41,523	8.79%	64	42,172
Student	1,840,364	28,313	6.05%	64	28,755

In 1980/81 the average expenditure for clerical support was $45,551; in 1981/82 it had dropped to $41,523. As a percentage of the total expenditure for salaries, this category dropped from 10.52 percent in 1980/81 to 8.79 perdent in 1981/82, indicating that personnel budget cuts are being directed toward support staff.

The greatest increase over 1980/81 was in the category of Specialist where average expenditures rose from $40,029 in 1980/81 to $55,859 in 1981/82. Thirty-six schools reported expenditures in this category. Of the 36, 17 offer doctoral programs, and 16 provide support for the library. The 17 schools offering the doctorate accounted for $1,472,077 of the total expenditure of $2,010.927. It would be of interest to learn how these individuals are being utilized.

Expenditures were examined for schools with and without doctoral programs, and these results are depicted in Table IV-10.

Table IV-10

Categories of Expenditures for Member Schools with/without Doctoral Programs in 1981/82

	Salaries		Teaching and Administration		Library		Research	
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean	% of Total
Doctoral Program	$695,558	74.72	$121,295	13.03	$16,328	1.75	$31,947	3.43
No Doctoral Program	$343,810	80.44	$41,984	09.82	$3,078	0.72	$5,293	1.24

	Scholarship		Continuing Education		Other		Total
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean
Doctoral Program	$52,111	5.6	$7,784	0.84	$5,876	0.63	$930,897
No Doctoral Program	$21,458	5.02	$7,534	1.76	$4,232	1.0	$427,388

The major differences between the two groups in expenditure patterns occur in salaries, non-salary teaching and administrative costs, and research expenditures. A higher percentage of total expenditures is given to salaries in schools without doctoral programs, whereas schools with doctoral programs spend a higher percentage in the areas of research and non-salary teaching and administrative costs.

Although income and expenditure patterns of the member schools have not altered significantly, they do represent a continuing trend of less outside assistance and increased dependence on support from the parent institution. Of particular concern is the steady decrease in federal funds. Salaries continue to be the dominant expenditure, but a shift in emphasis seems apparent. The decline in clerical expenditures represents an area of concern which will need careful monitoring.

Tables IV-11 and IV-12 present the complete income and expenditure figures for the member schools who responded to the survey.

Table IV-11

Total Income and Source, Member Schools, 1981/82

School	Parent	Federal	Other	Total
Alabama	$404,001	-	$ 8,000	$412,001
Albany	570,225	$12,000	15,800	598,025
Alberta(a)	536,845	2,400	8,900	548,145
Arizona(a)	423,432	74,277	32,178	529,887
Atlanta	241,390	24,000	-	265,390
Ball State	350,751	-	3,000	353,751
Brigham Young	303,198	-	32	303,230
British Columbia	606,618	-	-	606,618
Buffalo	347,666	16,000	-	363,666
California, Berkeley	944,259	28,728	51,933	1,024,920
California, Los Angeles	837,813	30,521	93,992	962,326
Case Western Reserve	1,100,438	206,538	52,854	1,359,830
Catholic(c)	-	-	-	-
Chicago(b)	205,459	8,201	-	213,260
Clarion(a)	450,137	10,376	91,878	552,391
Columbia	828,674	146,680	-	975,354
Dalhousie	377,137	-	12,635	389,772
Denver	899,741	-	-	899,741
Drexel(a)	844,160	28,314	19,302	891,776
Emory	510,886	-	7,630	518,516
Florida State	603,759	40,000	-	643,759
Geneseo(c)	-	-	-	-
Hawaii	341,809	101	-	341,910
Illinois(a)	651,274	150,000	245,000	1,046,274
Indiana	703,871	20,000	1,500	725,371
Iowa(a)	262,810	16,000	24,377	303,187
Kent	496,613	-	11,103	507,716
Kentucky	494,783	-	1,675	496,458
Long Island	465,479	-	10,200	475,679
Louisiana State	362,242	-	-	362,242
Maryland	803,608	53,150	64,197	920,955
McGill	417,245	-	-	417,245
Michigan(a)	985,507	49,892	121,039	1,156,438
Minnesota(a)	304,150	-	-	304,150
Mississippi	280,469	-	-	280,469
Missouri	445,951	15,919	1,593	463,463
Montreal	593,686	-	49,915	643,601
North Carolina(a)	698,783	144,949	73,907	917,639
North Carolina Central	411,498	24,885	5,301	441,684
North Carolina-Greensboro	241,198	-	-	241,198
Northern Illinois	246,043	12,000	10,104	268,147
North Texas State	371,723	15,129	-	386,852
Oklahoma(a)	347,099	2,000	-	349,099
Peabody	315,245	-	21,358	336,603
Pittsburgh(a)	1,816,922	30,000	82,584	1,929,506

Table IV-11 (continued)

Total Income and Source, Member Schools, 1981/82

School	Parent	Federal	Other	Total
Pratt(a)	$ 357,251	$12,000	$ 30,406	$ 399,657
Queens(a)	275,760	25,200	500	301,460
Rhode Island(a)	377,000	61,400	5,000	443,400
Rosary	320,317	-	9,730	330,047
Rutgers	816,258	-	18,302	834,560
St. Johns	285,031	19,200	1,560	305,791
San Jose State(a)	320,927	-	2,570	323,497
Simmons	858,046	41,640	84,476	984,162
South Carolina	526,253	-	-	526,253
South Florida(a)	324,143	-	7,000	331,143
Southern California(c)	-	-	-	-
Southern Connecticut State	383,863	-	714	384,577
Southern Mississippi	461,776	24,000	41,291	527,067
Syracuse(a)	651,177	330,521	98,796	1,080,494
Tennessee	345,781	85,210	2,500	433,491
Texas(a)	824,589	21,843	7,143	853,575
Texas Woman's	464,287	20,000	28,995	513,282
Toronto	1,525,181	-	-	1,525,181
Washington	405,297	21,000	132,237	558,534
Wayne State	290,496	32,625	531	323,652
Western Michigan(a)	427,089	-	20,399	447,488
Western Ontario(a)	1,346,213	45,795	949	1,392,957
Wisconsin, Madison	730,283	38,233	14,987	783,503
Wisconsin - Milwaukee	434,113	-	57,888	492,001

(a)Income not equal to expenditures.
(b)Data not used in narrative summary.
(c)Data not reported.

Table IV-12

Total Expenditures, Member Schools, 1981/82

School	Salaries	Teaching	Library	Research	Scholarships	Institutes	Other	Total
Alabama	$327,465	$ 71,536	-	-	$13,000	-	-	$ 412,001
Albany	542,972	42,096	-	-	6,000	$6,957	-	598,025
Alberta(a)	484,210	44,319	$6,554	$4,160	8,900	-	-	548,143
Arizona(a)	401,250	34,180	-	-	15,005	-	-	450,435
Atlanta	183,590	15,300	15,500	-	51,000	-	-	265,390
Ball State	318,939	30,353	-	-	3,000	1,459	-	353,751
Brigham Young	262,251	39,398	-	446	1,135	-	-	303,230
British Columbia	577,872	22,771	5,975	-	-	-	-	606,618
Buffalo	320,086	35,580	-	-	8,000	-	-	363,666
California, Berkeley	736,046	252,340	1,537	19,625	13,930	260	$1,182	1,024,920
California, Los Angeles	777,929	76,805	13,588	3,650	15,100	75,254	-	962,326
Case Western Reserve	682,123	354,589	12,010	226,392	84,716	-	-	1,359,830
Catholic(c)	-	-	-	-	-	-	-	-
Chicago(b)	-	36,219	-	8,201	159,243	-	9,952	213,615
Clarion(a)	321,542	128,595	-	10,750	-	83,170	-	544,057
Columbia	666,360	89,494	-	-	219,500	-	-	975,354
Dalhousie	333,267	20,313	-	1,300	24,510	10,382	-	389,772
Denver	621,701	85,380	-	3,600	91,602	97,458	-	899,741
Drexel(a)	698,168	175,306	-	-	-	-	-	873,474
Emory	289,627	13,346	29,931	-	181,468	4,144	-	518,516
Florida State	545,919	67,663	-	-	30,177	-	-	643,759
Geneseo(c)	-	-	-	-	-	-	-	-
Hawaii	317,723	20,017	-	-	-	4,170	-	341,910
Illinois(a)	624,979	82,000	-	126,101	22,534	86,511	-	942,125
Indiana	588,843	44,835	-	20,000	71,693	-	-	725,371
Iowa(a)	232,279	29,797	-	3,000	25,718	10,482	-	301,376
Kent	363,488	117,959	-	-	15,166	11,103	-	507,716
Kentucky	449,934	44,249	-	-	1,675	-	600	496,458
Long Island	366,210	28,000	-	7,500	61,000	2,335	-	465,845
Louisiana State	314,477	47,765	-	-	-	-	-	362,242
Maryland	764,808	78,466	18,725	10,876	953	47,127	-	920,955
McGill	379,281	34,484	-	-	3,480	-	-	417,245
Michigan(a)	701,546	127,152	-	1,830	276,452	24,739	6,084	1,137,803

Table IV-12 (continued)

School	Salaries	Teaching	Library	Research	Scholarships	Institutes	Other	Total
Minnesota(a)	278,040	16,608	-	-	9,500	-	-	304,148
Mississippi	228,547	48,422	3,000	-	500	-	-	280,469
Missouri	400,395	43,327	-	-	16,519	2,222	-	462,463
Montreal	485,067	107,662	-	39,230	1,500	5,264	4,878	643,601
North Carolina(a)	776,186	69,921	-	10,576	36,198	-	-	892,881
North Carolina Central	347,916	15,715	31,058	-	43,769	3,226	-	441,684
North Carolina at Greensboro	227,100	6,848	-	1,100	6,150	-	-	241,198
Northern Illinois	232,800	12,703	-	550	12,000	9,554	540	268,147
North Texas State	345,909	17,947	9,950	2,062	8,752	-	2,232	386,852
Oklahoma(a)	319,550	36,906	-	-	-	-	-	356,456
Peabody	226,722	55,587	-	-	53,353	-	941	336,603
Pittsburgh(a)	1,241,199	536,923	71,324	10,000	69,496	350	-	1,929,292
Pratt(a)	302,825	80,755	-	12,000	4,047	-	-	399,627
Queens(a)	304,216	2,920	10,000	-	26,000	-	-	343,136
Rhode Island(a)	347,500	33,400	-	45,400	1,000	-	-	427,300
Rosary	276,121	35,766	-	-	12,460	5,700	-	330,047
Rutgers	777,157	45,838	-	3,850	7,715	-	-	834,560
St. John's	198,165	61,407	-	-	42,783	3,436	-	305,791
San Jose State(a)	304,961	12,491	-	-	-	-	3,475	320,927
Simmons	630,236	156,015	50,545	44,140	71,600	27,276	4,350	984,162
South Carolina	418,547	105,289	2,417	-	-	-	-	526,253
South Florida(a)	297,273	8,550	-	5,366	13,004	7,000	-	331,193
Southern California(c)	-	-	-	-	-	-	-	-
Southern Connecticut State	357,641	22,602	3,600	-	-	714	-	384,557
Southern Mississippi	357,380	49,165	-	-	24,000	41,291	55,231	527,067
Syracuse(a)	558,272	121,139	16,875	203,040	176,335	-	-	1,075,659
Tennessee	312,159	33,622	-	85,210	2,500	-	-	433,491
Texas(a)	749,361	56,960	-	-	35,551	-	11,704	853,576
Texas Woman's	381,505	53,872	12,500	7,453	36,000	3,000	18,952	513,282
Toronto	1,315,150	164,036	45,995	-	-	-	-	1,525,181
Washington	376,403	28,894	-	-	45,379	-	107,858	558,534
Wayne State	264,482	26,545	-	-	32,625	-	-	323,652

Table IV-12 (continued)

School	Salaries	Teaching	Library	Research	Scholarships	Institutes	Other	Total
Western Michigan(a)	381,736	35,528	-	2,691	8,000	1,887	3,800	433,642
Western Ontario(a)	1,151,489	122,428	94,054	28,071	900	1,015	-	1,397,957
Wisconsin, Madison	686,513	43,865	28,446	17,108	3,441	-	4,130	783,503
Wisconsin-Milwaukee	384,328	28,564	21,221	-	52,980	4,474	434	492,001

Associate Schools

FUNDING: AMOUNTS AND SOURCES

The 8 associate schools reporting financial information received a total of $1,484,210 or a mean of $185,526. The mean income was $118,762, and the range was from $345,784 to $70,183. Five of the schools received all their support from the parent institution; however, for all the schools, parent institution support comprised 96.5 percent of income. Table IV-13 presents the complete income figures for the associate schools. One school received federal funding, and three reported income in the "other" category. Workshop, endowment income, and gifts were the primary sources.

TABLE IV-13

Total Income and Source, Associate Schools, 1981/82

School	Parent	Federal	Other	Total
Appalachian State	$ 306,023	$24,000	$13,556	$ 343,579
Baylor	73,340	-	-	73,340
Central Missouri State	79,311	-	-	79,311
Emporia	335,793	-	9,991	345,784
Kutztown State(a)	118,762	-	-	118,762
Sam Houston State(a)	259,218	-	4,270	263,488
Shippensburg State	70,183	-	-	70,183
St. Cloud State	189,763	-	-	189,763

(a)Income not equal to expenditures.

EXPENDITURES

Table IV-14, which indicates the expenditures of the associate schools-shows that approximately 9 percent of the expenditures were for salaries and non-salary teaching and administrative expense.

Table IV-14

Total Expenditures, Associate Schools, 1981/82

School	Salaries	Teaching	Library	Research	Scholarship	Institute	Other	Total
Appalachian State	$ 283,610	41,236	3,500	-	12,450	2,783	-	$ 343,579
Baylor	63,240	8,100	2,000	-	-	-	-	73,340
Central Missouri State(a)	76,186	3,125	2,500	-	5,400	-	-	87,211
Emporia	306,721	27,949	-	1,711	-	9,403	-	345,784
Kutztown State(a)	115,365	2,098	1,400	-	-	-	-	118,863
Sam Houston State(a)	243,159	16,058	-	-	-	-	-	259,217
Shippensburg State	69,243	940	-	-	-	-	-	70,183
St. Cloud State	182,796	6,817	-	-	-	-	150	187,763
Totals	1,340,320	106,323	9,400	1,711	17,850	12,186	150	1,487,940
Percent of total expenditures	90.07%	7.15%	0.63%	0.12%	1.20%	0.818%	0.01%	

(a)Expenditures not equal to income.

Salaries accounted for slightly over 90% of the expenditures, and the allocation of salaries is shown in Table IV-15.

Table IV-15

Allocation of Salaries and Wages for Associate Schools, 1981/82

Personnel Category	Total Spent	% of Total
Faculty	$1,175,529	87.70%
Clerical	83,993	6.27%
Specialist	-	-
Student	80,798	6.03%

Eighty-eight percent of the salary funds were expended for faculty salaries. No specialist expenditures were reported. The remaining funds were distributed fairly evenly between clerical and student salaries.

CONTINUING EDUCATION

by Timothy W. Sineath

This section includes information on continuing education activities and the management thereof for the 1981-82 year. Activities which were offered primarily for practicing information professionals are reported. Courses or other programming which was primarily offered as part of a degree program are not included. For the purposes of this report, schools which have said that all their courses are available as continuing education are not included.

Of the 69 library and information science education programs holding AALS institutional membership as of January 1, 1983, 66 schools reported to this section of the questionnaire. The reply rate (95 percent) is a 5 percent decrease over the previous year's response. Of the 66 schools which responded, 62 (89 percent) offered continuing education activities. To survey the AALS Associate Member institutions a request for data was sent to each of the 31 schools holding associate membership in AALS in 1983. Responses were received from 9 schools (29 percent) -- an approximate 16 percent decrease over the previous year's response rate.

Table V-1 lists by school the number of continuing education events offered during the 1981-82 year, the total clock hours of instruction and the total enrollments.

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in 62 Reporting AALS Member Schools, 1981-82

School	Number of Events	Clock Hours	Enrollment
Alabama	7	257	140
Albany	5	57	333
Alberta	12	57.5	250
Arizona	8	23	30
Atlanta			
Ball State	5	28	495
Brigham Young	1	25	28
British Columbia	1	12	121
Buffalo	21	97	397
California - Berkeley	11	22.5	680

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in 62 Reporting AALS Member Schools, 1981-82

School	Number of Events	Clock Hours	Enrollment
California - Los Angeles	11	22.5	680
Case Western Reserve	18	384	100
Catholic			
Chicago	2	12	62
Clarion	9	54	270
Columbia	6	96	70
Dalhousie	32	75	1408
Denver	15	133	970
Drexel	13	104	370
Emory	12	110	148
Florida State	13	37	725
Geneseo			
Hawaii	7	117	247
Illinois	3	42	305
Indiana	2	22	218
Iowa	8	57	866
Kent	8	52	347
Kentucky	11	91	1001
Long Island	17	94	1220
Louisiana	5	17	372
Maryland	14	255	455
McGill			
Michigan	43	256	1362
Minnesota	3	52	80
Mississippi	3	18	48
Missouri	10	85	314
Montreal	16	-	-
North Carolina	1	3	30
North Carolina Central	3	15	165
North Carolina Greensboro	6	36	120

- Indicates unusable or no information in category

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in 62 Reporting AALS Member Schools, 1981-82

School	Number of Events	Clock Hours	Enrollment
North Texas			
Northern Illinois	4	44.5	169
Oklahoma	5	-	67
Peabody	7	43	97
Pittsburgh	14	438	328
Pratt	6	60	96
Queens			
Rhode Island	10	-	600
Rosary	9	92.5	219
Rutgers	10	46	809
St. John's	10	20	510
San Jose	6	70	120
Simmons	11	103	379
South Carolina	21	118.5	607
South Florida	8	270	292
Southern California			
Southern Connecticut	1	10	14
Southern Mississippi	17	301	1403
Syracuse	3	24	580
Tennessee	10	76	229
Texas	7	46.5	500
Texas Woman's	11	490	309
Toronto	7	90	253
Washington	22	258	984
Wayne State	1	8	200
Western Michigan	14	7	212
Western Ontario	2	6	87
Wisconsin-Madison	38	313	1118
Wisconsin-Milwaukee	12	69	285
Totals	618	5806	24,247

- Indicates unusable or no information in category

Table V-2 is a comparison of the number of continuing education activities from 1978-79 through 1981-82. Whether or not a leveling-off of activity is occurring is unclear. Even though the number of events has decreased, the number of enrollment has had a slight increase from 1980-81 to 1981-82.

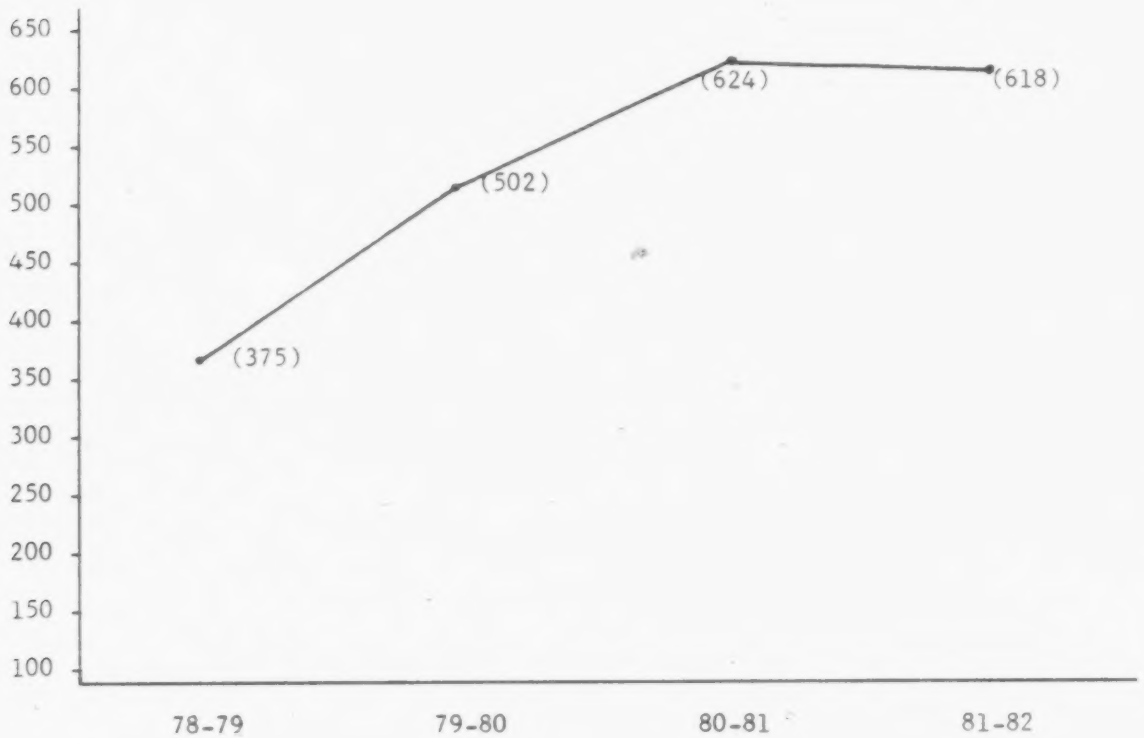

TABLE V-2

COMPARISON OF NUMBER OF CONTINUING EDUCATION ACTIVITIES

1978 - 1982

In summary form, Table V-3 compares the total continuing education activities by type with the total hours of instruction and total enrollments. Sixty-two (89 percent) schools reported a total of 618 continuing education activities occupying 5,806 hours of instruction to a total enrollment of 24,247. This represents a less than 1 percent decrease in the number of offerings over 1980-81; a decrease of .02 percent in the number of hours of instruction; and an increase of .03 percent in total enrollment. As in 1980-81 more schools used the workshop format than any other; institutes, seminars, conferences, forums and short courses were used by about the same number of schools. A comparison of the last four years is provided in Table V-5.

TABLE V-3: Number, Duration and Enrollment of Continuing Education Events in AALS Member Schools, 1981-82--Summary

Type of Activity	No. of Schools Reporting	No. of Events Held	Total No. Clock Hours	Total Enrollment
Institutes	17	37	905.5	2,534
Seminars	15	64	345.5	1,556
Workshops	50	239	2,333.5	8,138
Conferences	18	29	258.5	4,355
Forums	13	55	149	3,099
Colloquia	27	123	228	
Short Courses	18	53	1,564	1,086
Other	4	18	22	597
TOTALS		618	5,806	24,247

Looking specifically at a comparison of types of activities, one sees in Table V-4 the distribution of the number offered over the types of activities. The category of workshops, representing 38 percent of the total, is substantially larger than the next highest category, colloquia, representing 19 percent of the total. Moreover, almost twice as many schools offered workshops than any other type of continuing education activity excluding colloquia.

TABLE V-4: Number of Continuing Education Events by Type of Activity in AALS Member Schools, 1981-82--Summary

Type of Activity	No. of Schools Reporting	No. Held	Ranges per Institution	Mean No. per Institution	Median No. per Institution
Institutes	17	37	1-6	2.17	1
Seminars	15	64	1-18	4.26	3
Workshops	50	239	1-18	4.78	4
Conferences	18	29	1-3	1.61	1
Forums	13	55	1-25	4.23	2
Colloquia	27	123	1-12	4.55	4
Short Courses	18	53	1-7	2.94	2
Other	5	18	1-13	3.60	1

Table V-5, which compares 1978-79, 1979-80, 1980-81 and 1981-82 data, shows a large increase in the number of schools reporting forums, colloquia, and short courses from 1978 to 1981. All other categories remain relatively constant. These comparisons also appear to hold for the total number of activities, increases being accounted for by the increase in the above categories and by the in crease in the response rate to this portion of the questionnaire (from 85 percent in 1978-79 to 100 percent in 1980-81). 1981-82 data shows decreases in several categories. Workshops show a notable increase (28 percent); seminars and forums show only a modest increase.

TABLE V-5: Number of Continuing Education Events by Type of Activity In AALS Member Schools: Comparison of 1978-79, 1979-80, 1980-81 and 1981-82

Type of Activity	No. of Schools Reporting				No. of Activities Held			
	78-79	79-80	80-81	81-82	78-79	79-80	80-81	81-82
Institutes	25	23	21	17	51	45	69	37
Seminars	16	19	18	15	38	33	52	64
Workshops	42	41	44	50	158	170	170	239
Conferences	19	19	22	18	29	29	39	29
Forums	2	6	11	13	24	43	53	55
Colloquia	4	19	26	27	26	83	141	123
Short Courses	7	19	23	18	18	68	67	53
Other	8	5	11	4	31	31	33	18
TOTALS					375	502	624	618

Table V-6 shows the total number of instructional hours and the range, mean and median number of hours per school for each type of continuing education activity. Again workshops occupied the largest single amount of instructional hours. The total number of hours for workshops, 2,333.5, ranged from 3 hours per school to 240 hours. Similar ranges can be seen for the other types of activities. Seminars, conferences, forums and colloquia have smaller ranges with 2-72, 3-51, 2-36, and 2-54 respectively.

The median number of hours of instruction ranges from 6 per institution for forums, to 46 per institution for short courses. For these data for individual schools, refer to Table V-1. In summary, the total average number of hours of instruction per school was 248.5 in 1981-82. This figure shows little change over the 1978-79 amount of 248.9, the 1979-80 amount of 243.8, or the 1980-81 amount of 258.23.

TABLE V-6: Number of Hours of Continuing Education Instruction by Type of Activity in AALS Member Schools, 1981-82--Summary

Type of Activity	Total Hours	Range	*Mean No. per Institution	Median No. per Institution
Institutes	905.5	7-200	53.26	41
Seminars	345.5	2-72	24.67	12.25
Workshops	2333.5	3-240	49.64	41.5
Conferences	258.5	3-51	15.2	12
Forums	149	2-36	11.46	6
Colloquia	228	2-54	9.5	8
Short Courses	1564	15-385	97.75	46
Other	22	1-8.5	5.5	6.25
TOTALS:	5806		248.5	

Table V-7 provides information on enrollment totals and range, as well as mean and median enrollments per institution. Workshops again showed the high enrollment of 8,138 (33 percent) of the total. The total average enrollment per school was 1,218.48. The total average enrollments were 1,538.2 in 1978-79, 1,277.1 in 1979-80, and 1,071.34 in 1980-81.

TABLE V-7: Continuing Education Enrollments by Type of Activity in AALS Member Schools, 1981-82--Summary

Type of Activity	Total Enrollment	Range	*Mean Enrollment per Institution	Median Enrollment per Institution
Institutes	2,543	13-600	149.05	125
Seminars	1,556	25-469	119.67	85
Workshops	8,138	5-270	166.08	120.5
Conferences	4,355	20-1,025	241.94	127.5
Forums	3,099	25-1,250	138.38	87
Colloquia	2,882	10-350	125.30	100
Short Courses	1,086	8-218	63.88	62
Other	597	13-280	119.40	100
TOTALS	24,247		1,218.48	

*Information was not reported for all categories. Means calculated based only on reported data. If an event was reported but hours were not, means calculated accordingly.

Table V-8 provides a comparison of enrollment figures by type of activity for the last four years. While the total enrollment is up, all categories except workshops and forums are noticeably lower for 1981-82. Increases in workshops and forums account for the increase in total enrollment.

TABLE V-8: Continuing Education Enrollments by Type of Activity: Comparison of 1978-79, 1979-80, 1980-81 and 1981-82.

	78-79	79-80	80-81	81-82
Institutes	2,286	2,720	3,220	2,534
Seminars	1,371	1,161	2,095	1,556
Workshops	6,229	6,688	5,106	8,138
Conferences	3,086	2,964	4,861	4,355
Forums	1,300	1,235	1,317	3,099
Colloquia	395	3,032	4,115	2,882
Short Courses	421	1,010	1,252	1,086
Other	2,214	1,801	1,337	597
TOTALS:	17,302	20,611	23,303	24,247

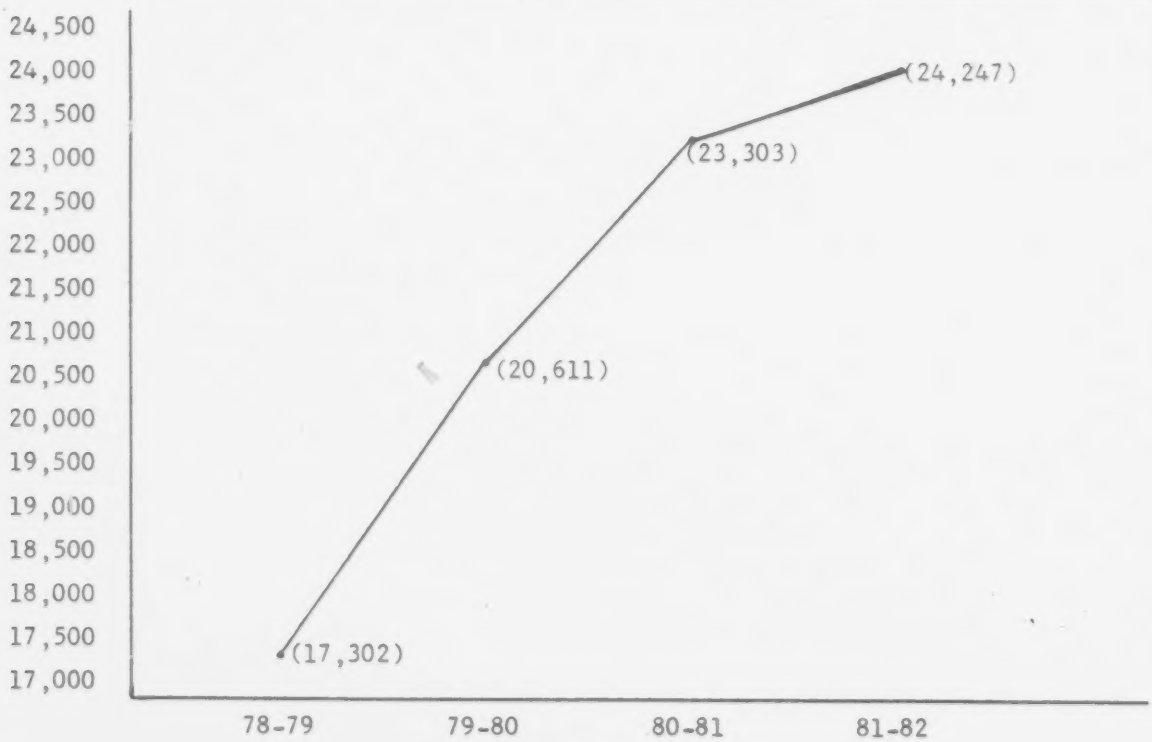

TABLE V-9
Comparison of Enrollments in Continuing Education Activities, 1978-82

Table V-9 plots total enrollments for ease of comparison. Enrollments may appear to be leveling-off.

Table V-10 gives data on the availability of institutional CEU's by individual school and by continuing education category. Of the schools reporting, 33 (53 percent) indicated that CEU's were available for at least part of their continuing education offerings, while 21 (33 percent) schools said CEU's were unavailable, and 8 (12 percent) schools did not respond or provided unusable data. Although some schools offered CEU credit for a portion only of their instruction, most schools offering such credit appear to do so for the entire range of their continuing education activities.

TABLE V-10: Availability of CEU's by Type of Activity in 62 AALS Member Schools, 1981-82

SCHOOL	INSTITUTES	SEMINARS	WORKSHOPS	CONFERENCES	FORUMS	COLLOQUIA	SHORT COURSES	OTHER
Alabama	yes		yes	yes				
Albany			yes					
Alberta		-	-					
Arizona			yes			no		
Atlanta								
Ball State			no		no			
Brigham Young			no					
British Columbia			no					
Buffalo		yes	yes		no	no		yes
Berkeley					-	-		-
UCLA		-	-				-	
Case Western Reserve			no					
Catholic								
Chicago			no	no				
Clarion			no					
Columbia			no					
Dalhousie			-		-		-	
Denver	yes	yes	yes	no		no		
Drexel			no	no				
Emory	no		no			no		-
Florida State		no	no	yes		no		
Geneseo								

* Indicate CEU's available for some and not others

\- Indicate unusable or no information in category

Hawaii	yes		no				no	
Illinois	yes							
Indiana			yes	yes				
Iowa		no		no				
Kent	no		yes			no		
Kentucky	yes	yes	yes	yes	yes		yes	
Long Island	yes	yes	yes	no	no		no	
Louisiana			no	yes		no		
Maryland	no		no	no		no	no	
McGill								
Michigan	yes	no	*yes/no		yes	no	no	
Minnesota			yes					
Mississippi			no					
Missouri	yes		*yes/no			no		
Montreal		no	no			no	yes	
North Carolina			no					
North Carolina Central				no		no		
N. C. Greensboro					no			
North Texas								
Northern Illinois	yes					no		
Oklahoma			yes			-	-	
Peabody			-					
Pittsburgh	no				no		-	
Pratt		yes						
Queens								

* Indicate CEU's available for some and not others
\- Indicate unusable or no information in category

Rhode Island			yes			no		
Rosary	yes	yes	yes				no	
Rutgers			no					no
St. John's		no		yes		no		
San Jose			yes					
Simmons	yes						no	yes
South California			yes				no	no
South Florida			-					
Southern California								
Southern Connecticut			yes					
Southern Mississippi			*yes/no	no		*yes/no		
Syracuse				*yes/no				
Tennessee			no	no		no		
Texas			yes			no		
Texas Woman's								
Toronto	no		no			no		
Washington		-	no			no	yes	
Wayne State			yes					
Western Michigan			yes					no
Western Ontario					no			
Wisconsin-Madison		yes		yes	no	no	no	
Wisconsin-Milwaukee			no	no		no	no	

* Indicates CEU's available for some and not others
\- Indicates unusable or no information in category

As shown in Table V-11 and V-12, 47 (75 percent) of the schools limited their programming to geographically proximate areas for at least some continuing education activities. Most schools, however, were interested in attracting a wider geographical audience of participants for at least some of their continuing education activities. Thirty-three or 53 percent of the schools reporting have some regional or national geographical target groups. Brigham Young, Rosary and Wisconsin-Milwaukee indicated that their continuing education interests were directed at local audiences only during 1981-82. These data show little change over the last four years on the geographical target groups which schools seek to serve.

TABLE V-11: Geographical Target Groups in Continuing Education Activities in 62 AALS Member Schools, 1981-1982

School	TARGET GROUP			
	Local	State (Province)	Regional	National/ International
Alabama		x		x
Albany	x		x	x
Alberta	x		x	
Arizona	x	x		
Atlanta				
Ball State	x	x		
Brigham Young	x			
British Columbia		x		
Buffalo	x			
Berkeley	x	x		
UCLA	x	x	x	x
Case Western Reserve	x	x		
Catholic				
Chicago				x
Clarion	x	x	x	
Columbia	x		x	x
Dalhousie	x	x	x	x
Denver	x	x	x	x
Drexel	x		x	
Emory	x			x
Florida State	x	x		
Geneseo				

Hawaii	x	x		
Illinois	x	x	x	x
Indiana	x	x		
Iowa		x	x	
Kent	x	x		
Kentucky	x	x	x	x
Long Island	x	x		
Louisiana State	x	x		
Maryland	x	x	x	x
McGill				
Michigan	x	x	x	x
Minnesota				
Mississippi		x		
Missouri	x	x		
Montreal	x	x		
North Carolina	x			
North Carolina Central	x	x	x	
North Carolina Greensboro		x		
North Texas				
Northern Illinois	x	x	x	
Oklahoma	x		x	
Peabody		x		
Pittsburgh	x			x
Pratt	x	x	x	x
Queens				
Rhode Island		x	x	
Rosary	x			
Rutgers		x		
St. John's	x	x	x	x
San Jose	x	x		
Simmons	x	x	x	
South Carolina		x		
South Florida	x	x	x	
Southern California				
Southern Connecticut	x	x	x	
Southern Mississippi		x	x	x

Syracuse	x	x		
Tennessee			x	
Texas	x	x		
Texas Woman's	x	x	x	
Toronto	x	x	x	x
Washington	x	x	x	
Wayne State	x	x		
Western Michigan			x	
Western Ontario				
Wisconsin-Madison	x	x	x	x
Wisconsin-Milwaukee	x			

TABLE V-12: Geographical Target Groups for Continuing Education Activities in AALS Member Schools, 1981-82 -- Summary

Target Group	No. of Schools
Local	47
State (Provincial)	45
Regional	29
National	18
No target group indicated	2

Of the sixty-two schools reporting, fifty-six (90 percent) identified no particular type of personnel target group(s) for their continuing education program. There seems to be no single target group for the schools indicating a target group. As in the past three years it would appear that, even though most single activities which a school offered had a specific audience in mind, few total continuing education programs were thus targeted. Six schools (Clarion, Kent, North Carolina-Greensboro, Montreal, St. Johns, and Washington) indicated a type of personnel target group. Even in these cases, it is unclear from the data whether these are clearly identified target groups of a "program" of continuing education or whether simply the target groups of a single conference or workshop. Eleven schools (Clarion, Columbia, Minnesota, Montreal, Peabody, Pratt, St. John's, Southern Connecticut, Simmons, Tennessee and Texas Woman's) indicated a subject emphasis priority. As in the case of personnel target groups, it is unclear from the data whether or not these constitute a target group for a "program" of continuing education.

Twenty-nine (46 percent) of the 62 schools reporting indicated that their continuing education instruction was held exclusively on their own campuses. Fifty-eight schools used on-campus locations. Table V-13 summarizes the other instruction locations. Two schools stated that they employed other modes of delivery (educational telephone network- Washington-Madison and teleconference -Washington). From these data it appears that most schools use on-campus facilities at least in part for continuing education instruction.

TABLE V-13: Location of Continuing Education Instruction in AALS Member Schools, 1981-82 -- Summary

Location	Number of Schools	
	Exclusively	In Combination
On-campus	29	29
Off-campus at University's facility		6
Off-campus at other location	4	24
Other modes of delivery		2
Educational Telephone Network (Wisconsin-Madison)		
Teleconference (Washington)		1
No Information 6		

Table V-14 provides location of instruction information for each school.

TABLE V-14: Number of Continuing Education Offerings by Location for 62 AALS Member Schools, 1981-82

School	Location			
	On Campus	Off-Campus at University Facility	Off-Campus at Other Location	Other Modes of Delivery
Alabama	7			
Albany	3		2	
Alberta	4		8	
Arizona	8		1	
Atlanta				
Ball State	5			
Brigham Young	1			
British Columbia	1			
Buffalo	18		3	
Berkeley	11			
UCLA	18			
Case Western Reserve	1			
Catholic				

TABLE V-14: Number of Continuing Education Offerings by Location for 62 AALS Member Schools, 1981-82 (cont.)

School	Location				
	On Campus	Off-Campus at University Facility	Off-Campus at Other Location	Other Modes of Delivery	No Information
Chicago	2				
Clarion	7		7		
Columbia	6				
Dalhousie	31				
Denver	7				
Drexel	13				
Emory	10		2		
Florida State			10		3
Geneseo					
Hawaii	5		2		
Illinois	3				
Indiana	1		1		
Iowa	5		3		
Kent	1		1		
Kentucky	2	1	8		
Long Island	15	2			
Louisiana State	3		2		
Maryland	13	1			
McGill					
Michigan	28		3		
Minnesota			3		
Mississippi	1		2		
Missouri	8		2		
Montreal	16				
North Carolina	1				
North Carolina Central	2		1		
North Carolina-Greensboro	6				
North Texas					
Northern Illinois	4				

TABLE V-14: Number of Continuing Education Offerings by Location for 62 AALS Member Schools, 1981-82 (cont.)

School	Location				
	On Campus	Off-Campus at University Facility	Off-Campus at Other Location	Other Modes of Delivery	No Information
Oklahoma	5				
Peabody	5		2		
Pittsburgh	14				
Pratt		6			
Queens					
Rhode Island	4		6		
Rosary	8		1		
Rutgers	6		4		
St. John's	10				
San Jose	6				
Simmons	11				
South Carolina	15		3		3
South Florida	5		3		
Southern California					
Southern Connecticut			1		
Southern Mississippi	16		1		
Syracuse	3				
Tennessee	7				3
Texas	7				
Texas Woman's	11				
Toronto	6				1
Washington	9	1	5	7 (Teleconference)	
Wayne State	1				
Western Michigan	1		13		
Western Ontario			2		
Wisconsin-Madison	6	1	3	20 (Educational Telephone Network)	

TABLE V-14: Number of Continuing Education Offerings by Location for 62 AALS Member Schools, 1981-82 (cont.)

School	Location: On Campus	Off-Campus at University Facility	Off-Campus at Other Location	Other Modes of Delivery	No Information
Wisconsin-Milwaukee	12				
TOTAL EVENTS	433	12	95	27	30
TOTAL SCHOOLS	60	6	30	2	6

The responses to the question concerning the financial support of continuing education is provided in Table V-15.

It seems clear that fee income remains the major single source of financial support of the direct costs of continuing education programs. Thirty-seven (59 percent) depended upon fee income for at least half of the direct costs and 25 (40 percent) depended upon fee income for almost all direct costs. The data in Table V-15 reflects little variation from that reported in previous years.

TABLE V-15: Sources of Financial Support for Continuing Education in AALS Member Schools, 1981-82 -- Summary

Source of Funding	Number of Schools by Percent of Support: 96-100%	76-75%	51-75%	26-50%	25% or less
Institutional	7	3	4	7	13
Federal Funds					3
Fees	25	6	6	6	7
Contracts & Grants (Other than Federal)	1	1	3		10
Others					1
Missing or unusable data 3					

As Table V-16 shows, a total of 52 (83 percent) schools negotiated compensation for teaching for at least some of their continuing education programs. This method was used more for compensating outside instructors than for the school's own faculty. The method used most to compensate the schools' own faculty was by making such instruction a part of their teaching/service load. A total of 39 schools (62 percent) were compensated in this matter.

A variety of methods of compensation was used by many schools. The determining factor in which method was employed appears to be whether or not the instructor was a member of the school's own faculty. A comparison of the data for the last four years reveals little apparent variation.

TABLE V-16: Methods of Determining Compensation for Continuing Education Program Faculty in AALS Member Schools, 1981-82 -- Summary

Method of Determining Compensation	School's Own Faculty	Outside Instructors	Total
Negotiated	21	31	52
Flat fee	17	18	35
Formula	6	9	15
Part of teaching/service load	39	NA	39
No response 1			

Table V-17 provides type of compensation data for each reporting school.

TABLE V-17: Methods of Determining Compensation for Continuing Education Program Faculty in AALS Member Schools, 1981-82

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	
Alabama	x	x			x		
Albany		x		x		x	x
Alberta			x				x
Arizona		x					x
Atlanta							
Ball State				x			x
Brigham Young	x						
British Columbia		x					x
Buffalo		x			x	x	
Berkeley	x	x					x
UCLA	x	x	x				
Case Western Reserve				x			x
Catholic							x
Chicago	x	x					
Clarion							x
Columbia		x	x	x			
Dalhousie							
Denver		x				x	
Drexel		x			x		
Emory		x					x
Florida State			x		x		

TABLE V-17: Methods of Determining Compensation for Continuing Education Program Faculty in AALS Member Schools, 1981-82 (cont.)

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	
Geneseo							
Hawaii				x		x	x
Illinois						x	x
Indiana							x
Iowa		x					x
Kent	x			x			
Kentucky	x	x			x		
Long Island	x	x	x		x	x	x
Louisiana State							x
Maryland	x	x	x		x		x
McGill							
Michigan	x	x	x	x			
Minnesota			x				
Mississippi							x
Missouri	x		x	x			x
Montreal			x			x	
North Carolina							x
North Carolina Central				x			
North Carolina-Greensboro	x	x					x
Northern Illinois			x	x			
North Texas							

TABLE V-17: Methods of Determining Compensation for Continuing Education Program Faculty in AALS Member Schools, 1981-82 (cont.)

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	
Oklahoma			x	x			x
Peabody					x	x	
Pittsburgh	x			x			
Queens							
Rhode Island	x	x					
Rosary		x	x				
Rutgers	x	x	x	x			x
St. John's				x			x
San Jose					x		
Simmons					x	x	
South Carolina		x	x				
South Florida					x		x
Southern California							
Southern Connecticut				x			
Southern Mississippi		x	x	x			x
Syracuse	x	x					x
Tennessee				x			
Texas	x	x					
Texas Woman's		x					x
Toronto	x	x					
Washington	x	x					x

TABLE V-17: Methods of Determining Compensation for Continuing Education Program Faculty in AALS Member Schools, 1981-82 (cont.)

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	
Wayne State							x
Western Michigan				x	x		x
Western Ontario							x
Wisconsin-Madison	x	x		x		x	x
Wisconsin-Milwaukee	x	x					x

The largest number of schools reporting used their own faculty for continuing education instruction, as shown in Table V-18. Forty (62 percent) schools indicated that they most often used this group; fourteen (22 percent) indicated that they least often used it; and only four schools indicated that it never used its own faculty for this purpose.

Thirty-eight schools (61 percent) indicated that they least often used visiting library science faculty, while 7 (11 percent) indicated the use of this group most often.

Twenty-one (33 percent) have occasionally used other faculty from their own institutions, while 7 (11 percent) used other faculty most often. Thirty-four (54 percent) indicated that they did not use this category of instructor.

Thirty-eight (61 percent) schools used practitioners as a primary source of instruction and 34 (54 percent) used practitioners least often. Seven (11 percent) schools indicated that they used other sources of instruction often. These include outside consultants or experts and company representatives.

TABLE V-18: Sources of Faculty Used for Continuing Education Activities in AALS Member Schools, 1981-82 -- Summary

Source of Instructors	Number of Schools		
	Most Often	Least Often	Did Not Use
Library Science Faculty	40	18	4
Visiting Library Science Faculty	7	17	38
Other Faculty in Institution	7	21	34
Practitioners	38	9	25
Other	7	5	50

Table V-19 provides information on the sources of faculty for instruction for each school reporting.

TABLE V-19: Sources of Faculty Used for Continuing Education Activities in 62 AALS Member Schools, 1981-82

School	Library Science Faculty	Visiting Library Science Faculty	Other Faculty In Institution	Practitioners	Others
Alabama	M	M		L	M (Crafts-men in Book Arts)
Albany	L			M	
Alberta	M				
Arizona	M	L		L	
Atlanta					
Ball State		L		M	
Brigham Young	M				
British Columbia	L			M	
Buffalo	M		M	M	
Berkeley	L	M		M	
UCLA	L		L	M	
Case Western Reserve	M		M	M	
Catholic					
Chicago					M(Speci-alists in Humanities)
Clarion		L	M	M	
Columbia	M			M	
Dalhousie	L	M		M	
Denver	L	L		M	
Drexel	M	L			
Emory	L		L	M	
Florida State	M				

TABLE V-19: Sources of Faculty Used for Continuing Education Activities in 62 AALS Member Schools, 1981-82 (cont.)

School	Library Science Faculty	Visiting Library Science Faculty	Other Faculty In Institution	Practitioners	Others
Geneseo					
Hawaii	L		L	M	L (Literacy Volunteers of America)
Illinois	L		L	M	
Indiana	M			M	
Iowa	M	L	L	M	L(Other Faculty & Practitioners)
Kent	M			L	
Kentucky	M	L	L	M	
Long Island	L	L	L	M	
Louisiana	M			M	
Maryland	M	L	L		L (Receipt of Private Press)
McGill					
Michigan	M			M	M (Outside Experts)
Minnesota	M				
Mississippi	M	L		M	M (Other Faculty)
Missouri	M	L		L	
Montreal	M	M		M	
North Carolina	M				
North Carolina Central		M		M	L (Outside Experts)
North Carolina-Greensboro	M	M	M	M	
North Texas					
Northern Illinois	L		L	M	

TABLE V-19: Sources of Faculty Used for Continuing Education Activities in 62 AALS Member Schools, 1981-82 (cont.)

School	Library Science Faculty	Visiting Library Science Faculty	Other Faculty In Institution	Practitioners	Others
Oklahoma	M			M	L (Business Community)
Peabody	L				M (Company Representa-
Pittsburgh	M	L		L	tives)
Pratt	M			M	
Queens					
Rhode Island	M	L	L	L	
Rosary	M		L	M	
Rutgers	L	L	L	M	M (Outside Experts)
St. John's	L				
San Jose	M				
Simmons	M			M	M (Outside Experts)
South Carolina	M		L	L	
South Florida	M		L	L	
Southern California					
Southern Connecticut				M	
Southern Mississippi	M	L	L	L	
Syracuse	M			M	
Tennessee	L				M (Outside Experts)
Texas	L		L	M	
Texas Woman's	L	M		M	
Toronto	M	M		M	

TABLE V-19: Sources of Faculty Used for Continuing Education Activities in 62 AALS Member Schools, 1981-82 (cont.)

School	Library Science Faculty	Visiting Library Science Faculty	Other Faculty In Institution	Practitioners	Others
Washington	M	L			
Wayne State	M	L	L	L	
Western Michigan	M		L		
Western Ontario	M				
Wisconsin-Madison	M	L	L	M	
Wisconsin-Milwaukee	M	L	L	M	

Legend: M = most often
L - least often

As was reported in previous years, the use of a school coordinator to manage continuing education programs was the largest single method used for 1981-82, as indicated in Table V-20. Forty-five (87 percent) indicated this approach. Eleven (17 percent) schools indicated that a faculty committee was used most often while 45 (72 percent) did not use this category. Seventeen (27 percent) schools used a central university office to assist in this facility; and thirty-four (54 percent) did not use. Eight schools employed, at least occasionally, other methods of managing continuing education.

TABLE V-20: Methods of Administration and Coordination of Continuing Education Activities in AALS Member Schools, 1981-82 -- Summary

Method of Administration and Coordination	Number of Schools		
	Most Often	Least Often	Did Not Use
Library School Coordinator	45		17
Faculty Committee	11	6	45
University Office of Continuing Education	17	11	34
Other	6	2	54

Table V-21 provides detailed responses to the management question for each school.

TABLE V-21: Methods of Administration and Coordination of Continuing Education Activities in 62 AALS Member Schools, 1981-82

School	Library School Coordinator	Faculty Committee	Institutional Office for CE	Other
Alabama	M	L	L	
Albany	M		L	
Alberta			M	
Arizona	M		M	
Atlanta				
Ball State	M			
Brigham Young			M	
British Columbia			M	
Buffalo	M			
California - Berkeley	M	L		
California - UCLA	M			
Case Western Reserve	M			M (Alumni Assn.)

TABLE V-21: Methods of Administration and Coordination of Continuing Education Activities in 62 AALS Member Schools, 1981-82

School	Library School Coordinator	Faculty Committee	Institutional Office for CE	Other
Catholic				
Chicago	M			
Clarion	M	M	M	
Columbia	M			
Dalhousie	M	M	L	
Denver	M	M		
Drexel	M			
Emory	M	L		
Florida State			M	M (Teacher Educ. Center)
Geneseo				
Hawaii	M		M	
Illinois	M	M	M	
Indiana		M		
Iowa	M	M	M	
Kent	M		M	M (Committee of Practitioners)
Kentucky	M	L		
Long Island	M	L	M	L (Outside Director)
Louisiana State	M	M	M	
Maryland	M			
McGill				
Michigan	M	M		M (Planning Committees)
Minnesota			M	
Mississippi	M		M	
Missouri	M		L	
Montreal	M			M (Professional Assoc.)
North Carolina				M (Alumni Committee)
North Carolina-Central	M			

TABLE V-21: Methods of Administration and Coordination of Continuing Education Activities in 62 AALS Member Schools, 1981-82 (cont)

School	Library School Coordinator	Faculty Committee	Institutional Office for CE	Other
North Carolina-Greensboro	M		L	
North Texas				
Northern Illinois		M	M	
Oklahoma	M			
Peabody			L	M (Sponsoring Companies)
Pittsburgh	M			
Pratt	M		M	
Queens				
Rhode Island	M	M		M (Dean)
Rosary	M			
Rutgers	M			
St. John's	M	L		
San Jose			M	
Simmons	M			
South Carolina	M			
South Florida	M		L	
Southern California				
Southern Connecticut	M			
Southern Mississippi	M		M	
Syracuse	M		L	
Tennessee	M			
Texas	M	L		
Texas Woman's	M			L (Federation Committee)
Toronto	M			
Washington	M		L	
Wayne State	M			
Western Michigan	M		M	
Western Ontario	M	L		
Wisconsin-Madison	M			
Wisconsin-Milwaukee	M	L		

Legend: M - most often; L - least often

Associate Member Schools

Twenty-seven percent (9 schools) of the 33 AALS Associate Member Schools responded to the 1981-82 questionnaire on continuing education. Of these, four (12 percent) reported continuing education activities during 1981-82. This is the lowest level of activity reported by Associate Members and sufficiently low to make analysis unproductive.

Table V-22 reports these limited data. Four schools reported a total of 41 events, lasting 162 clock hours with a total enrollment of 1,338.

TABLE V-22: Number, Duration and Enrollment of Continuing Education Events in 9 AALS Associate Member Schools, 1981-82

School	Number of Events	Clock Hours	Enrollment
Appalachian State	2	-	-
Baylor	5	15	87
Central Missouri			
Emporia	23	147	1,009
Kutztown			
St. Cloud	11	-	242
Sam Houston			
Shippensburg			
Western Maryland			
TOTALS:	41	162	1,338

SUMMARY AND COMPARATIVE ANALYSIS

By Russell E. Bidlack

At the urging of Dean Robert Stueart, President of the Association of Library and Information Science Education, the present writer agreed to prepare, as a final section of this report, a summary and comparative analysis of the data contained herein. The ALISE Board has proposed that such a summary and analysis should become a regular feature of this publication.

The following observations relate primarily to numbers of people (faculty, support staff, and students) and numbers of support dollars. Such an analysis is bound to reflect the writer's prejudices regarding what is, or is not, significant. Assigning the task of summarizing and analyzing to a different person each year should result over time in a wholesome variety in points of view.

A mass of data is contained in the preceding 241 pages. More than 160 tables supplement the text. The following remarks are an attempt to call attention to what this writer considers to be the most significant and the most interesting facts emerging from this mass of numbers.

Most of the data contained in this report pertain to the year 1981-82, prior to the renaming of the Association of American Library Schools. Because "AALS" has been used consistently in identifying member and associate-member schools, that name, rather than ALISE, will also be used in this chapter.

During the four years that this statistical study has been conducted (1980 to 1983), it has become abundantly clear that, while meaningful comparisons can be made among the AALS member schools (i.e., those holding ALA accreditation), equally meaningful comparisons cannot be made among the associate-member schools. Likewise, the differences are so great between the two groups of schools, in part because so few of the associate-member schools have chosen to participate, that comparison between the two groups seems pointless. The problem is further complicated by the fact that not only has participation by the associate-member schools been small, but a different group has participated each year. For these reasons, this writer's summary and analysis will be limited to the data pertaining to the AALS member schools.

Fred Roper has noted in the financial section (p. FIN-6) that nearly 77 percent of library school expenditures in 1981-82 were for salaries. Furthermore, of this total salary figure ($30,437,836 among the 65 schools reporting), over three-quarters ($23,887,496) went for faculty salaries, including deans' and directors' salaries. These percentages are particularly significant in these days of the shrinking purchasing power of budgets and decreases in numbers of faculty and students. The personnel budget obviously must bear the brunt of future budget reductions. It should not be surprising for this and other reasons that the faculty section of this statistical report comes first in this analysis.

Nine years have passed since the present writer published his first report on faculty salaries 1973-74 in the Journal of Education for Librarianship (Vol. 14, Winter 1974, pp. 164-70), for which data on full-time faculty had been provided by 53 AALS member schools. (Since 1980, these data have appeared in the AALS annual statistical report.) While the percentage of participating member schools has changed, as has the actual number of AALS member schools, these 9 years of numbers reveal some clear trends.

In each of the succeeding years, the average number of full-time faculty has declined, from 11.66 in 1973-74 to 10 in 1982-83. The sharpest reduction occurred in 1974-75 (by .34 faculty member per school); in each of the last two years (1981-82 and 1982-83) the reduction has been .23. Twelve schools reported having lost funding from their budget base during 1981-82 for a total of 15 full-time faculty positions. Although in one instance that funding is known to have been restored, most of these losses are permanent. At the same time, 7 schools reported having 10 new positions created in 1981-82, although at least one of these was temporary. Eighteen schools reported having had a total of 22 unfilled faculty positions in 1981-82 for which funding had been available. Most of these were at the assistant professor level and had gone unfilled because qualified applicants had not been found.

In this discussion of faculty reductions we have been referring to full-time faculty. One might speculate that those reductions would have been offset by the hiring of part-time, less expensive faculty. While this may well have happened in some schools, it seems not to have happened generally.

In 1972, ALA's Committee on Accreditation issued a report based on the annual reports it had received from 56 schools for the year 1971-72. (Chicago did not authorize the COA to include its statistics.) According to this document, in the fall term 1971, the full-time faculty in these 56 schools numbered 646, for an average of 11.54 per school. According to the report in hand, among the 67 schools reporting the number of their full-time faculty in the fall term 1981, there was a total of 684, for an average of 10.21 per school. Over the ten-year period there has thus been an average loss of 1.33 full-time faculty members per school, or 11.5 percent.

According to the COA report noted above, 56 schools employed a total of 314 part-time faculty in the fall of 1971 for an average of 5.6 per school (from a low of zero to a high of 29). Ten years later, the 67 schools reporting on part-time faculty for the fall term 1981 gave a total of 262, or an average of 3.91 per school (from a low of zero to a high of 27). The average reduction per school in the number of part-time faculty employed during this 10-year period was thus 1.69, or 30 percent, a percentage substantially larger than that for full-time faculty. It would appear, therefore, that as the buying power of most library school budgets has declined over the past decade, part-time faculty have been dropped almost three times more often than have full-time people.

How does the reduction of faculty among library schools during the past decade compare with enrollment? There are various ways of counting and comparing library school enrollments, each complicated by differing methods of computing the FTE, the inclusion or exclusion of off-campus students, the status of undergraduates enrolled in service courses, etc. The most meaningful

figure over time, in this writer's view, is the number of degrees conferred annually, even though the lengths of degree programs differ (and change), and schools do not always separate clearly the degrees given in librarianship from those in other disciplines within the jurisdiction of the school. Here, as always, of course, one must accept the data reported by each school; when it is obviously incorrect, as in the case of the University of Alabama reporting only 5 graduates in 1981-82 (page S-22), the school simply has to be dropped from the computation.

According to the present report (p. S-21), in 1981-82 a total of 65 schools awarded 4,028 master's degrees. If the obviously incorrect number for Alabama is ignored, the total becomes 4,023 among 64 schools, or just under 63 master's degrees per school. According to the ALA Committee on Accreditation's Statistical Data from Annual Reports, 1971/72, there were 6,752 master's degrees in librarianship awarded by 55 ALA accredited programs a decade ago (1971-72), for an average of just under 123 per school. (British Columbia has been omitted in this calculation because its report of only 3 graduates was obviously in error.) Thus there has been an average reduction of master's degrees per school of just under 49 percent.

Of the 55 AALS member schools in 1971-72, 19 (35 percent) had doctoral programs. Twelve reported having had graduates that year, for a total of 51 degrees. (Chicago did not permit its statistics to be reported by COA, so our record is incomplete.) For the 18 schools reporting (including the 6 that had no graduates in 1971-72), the average was 2.8 doctoral degrees per school. The high was Indiana with 10.

Among the 69 AALS member schools in 1981-82, 24 (35 percent) had doctoral programs, exactly the same percentage as 10 years earlier. Unfortunately, we do not have data in the report at hand for Berkeley and Southern California, so, again, our record is incomplete. Among the other 22 schools, however, some 71 doctorates were conferred in 1981-82, for an average of 3.2 per school. The high was Pittsburgh with 16. Based on these figures, there was an increase of doctorates completed in 1981-82 of some 40 percent over 1971-72.

In terms of enrollment in doctoral programs, the growth rate has been considerably higher than the increase of degrees conferred, but it is part-time enrollment that accounts for this increase. In 1971-72, a total of 289 students were reported as enrolled at the doctoral level (Chicago not included), of whom 187 (65 percent) were full-time. (It should be remembered that Title II-B fellowships were numerous that year.) In 1981-82, the total (without Berkeley and Southern California) was 489, of whom 190 (39 percent) were full-time. While there has been an increase in the total number of doctoral students by at least 70 percent during the past decade (assuming that a number would be added if we had data from Berkeley and Southern California), that increase has been in part-time students. Note that the full-time people in 1971-72 numbered 187 and in 1981-82 that number was 190.

Professor Reagan provides many additional tables of student data in her section of the report. As is done in most enrollment studies in higher education, the fall term is emphasized throughout.

Sixty-five of the 69 AALS member schools reported enrollment figures (see

Table II-1-a) for the fall term 1982. According to their reports, there were 3,138 full-time students working toward the master's degree, for an average of slightly over 48 per school. These same 65 schools reported a total of 4,673 part-time students, for an average of nearly 72 per school. As translated into FTE's by the schools, these 4,673 part-time students were the equivalent of 2,093 full-time students. When these part-time FTE's are added to the full-time students, the average is just under 81 per school.

A decade ago the Committee on Accreditation published enrollment data for 54 schools for the fall term 1971. There were then 5,215 full-time master's degree level students for an average of just under 97 per school. This same group of schools reported a total of 4,721 part-time master's level students, for an average of slightly over 87 per school. The drop in full-time enrollment is thus 51 percent, while in part-time (body count) enrollment the reduction is only 17 percent. (No FTE was computed for the part-time students in 1971.) The total average loss in enrollment per school at the master's level (the number of full-time plus part-time) is 35 percent. The reason that the reduction in the number of master's degrees conferred during the decade was higher (49 percent), as noted earlier, is doubtless explained in part by the introduction of the two-year program in a number of schools and the lengthening of a number of other programs in terms of credit hours required for the degree. It can also be assumed that today part-time students take even longer to complete one-year programs than they did ten years ago.

In 1971-72, 19 (35 percent) of the 55 schools that were then members of AALS reported having post-master's specialist or certificate programs. Included among the 19, however, was Chicago which was not included in the COA statistical report for that year. Among the remaining 18 schools, there was a total of 50 graduates in 1971-72, for an average of 2.8 per school. Seven of the schools offering the program had no graduates; the high was Denver with 9.

Ten years later, 39 (57 percent) of the 69 AALS member schools reported having post-master's programs. Of these 39, 3 schools (Berkeley, Catholic, and Geneseo) failed to provide data for the report in hand, but for the 36 others, only 20 reported having awarded post-master's certificates in 1981-82, for a total of 50 (the same number as in 1971-72). The average for these 36 schools was thus 1.4 per school.

It seems apparent from these figures that, while the number of schools offering the post-master's specialist or certificate program has increased substantially, there has been relatively little interest shown by potential candidates for such programs.

In every library school today, the master's degree program constitutes its bread and butter--those are the enrollment figures that have major budgetary significance. The fact that faculty numbers have declined at a considerably slower pace than has master's level enrollment can probably be explained by such realities in academic life as tenure and time-lag. It is also apparent that a decade ago the student-faculty ratio in many schools was much too high on the student side, so a decline in student numbers has helped to bring about a more reasonable ratio. Furthermore, there has been a continuing hope, on the part of both deans and vice-presidents, that the downward enrollment trend would reverse itself. Future statistical volumes such as this will re-

cord whether that hope will be realized.

The following table provides a basis for comparison of the number of master's degrees conferred and the number of full-time faculty (including deans and directors) among 49 schools appearing in both the COA statistical volume for 1971-72 and the volume in hand. Not included in this listing are the schools whose programs have been accredited since 1972 along with four others that failed to provide these data for 1981-82 (Berkeley, Catholic, Geneseo, and Southern California). Also omitted is Chicago which did not permit its data to be included in the 1971-72 COA report. British Columbia has also been omitted because the number of its degrees reported in 1971-72 was obviously in error.

School	Master's Degrees Conferred 1971-72	Master's Degrees Conferred 1981-82	Percentage Change	Full-Time Faculty Fall 1971	Full-Time Faculty Fall 1981	Percentage Change
Albany	243	84	-65	17	14	-18
Alberta	57	37	-35	7	10	+43
Atlanta	79	24	-70	12	5	-58
Brigham Young	57	30	-47	7	8	+14
Buffalo	85	79	- 7	9	9	Same
Calif., L.A.	40	49	+23	12	13	+ 8
Case-Western	120	87	-28	16	13	-19
Columbia	185	95	-49	14	14	Same
Denver	160	91	-43	15	14	- 7
Drexel	186	107	-42	13	13	Same
Emory	83	46	-45	7	7	Same
Florida St.	194	76	-61	15	12	-20
Hawaii	128	54	-58	11	6	-45
Illinois	189	66	-65	15	14	- 7
Indiana	159	98	-38	14	12	-14
Iowa	55	47	-15	8	6	-25
Kent	35	99	+182	10	9	-10
Kentucky	124	63	-49	11	11	Same
Long Island	304	78	-74	10	10	Same
Louisiana	108	35	-68	8	6	-25
Maryland	165	115	-30	15	16	+ 7
McGill	71	44	-38	8	7	-13
Michigan	265	146	-45	15	16	+ 7

School	Master's Degrees Conferred 1971-72	Master's Degrees Conferred 1981-82	Percentage Change	Full-Time Faculty Fall 1971	Full-Time Faculty Fall 1982	Percentage Change
Minnesota	95	31	-67	10	9	-10
Missouri	69	68	- 1	10	11	+10
Montreal	40	73	+83	8	9	+13
North Carolina	96	58	-40	10	13	+30
Northern Ill.	29	27	- 7	9	7	-22
North Texas	78	70	-10	7	8	+14
Oklahoma	102	20	-80	9	10	+11
Peabody	98	53	-46	6	7	+17
Pittsburgh	264	99	-63	12	23	+92
Pratt	154	61	-60	9	7	-22
Queens	114	29	-75	15	7	-53
Rhode Island	86	52	-40	8	9	+13
Rosary	190	65	-66	10	8	-20
Rutgers	163	109	-33	20	18	-10
San Jose	138	83	-40	8	8	Same
Simmons	229	193	-16	12	17	+42
Southern Conn.	67	58	-13	12	7	-42
Syracuse	105	61	-42	15	11	-27
Texas	111	78	-30	13	14	+ 8
Texas Woman's	31	46	+48	10	10	Same
Toronto	108	94	-13	22	18	-18
Washington	129	58	-55	11	8	-27
Wayne State	142	57	-60	9	7	-22
Western Mich.	113	54	-52	13	8	-38
Western Ontario	151	129	-15	20	13	-35
Wisconsin-Mad.	146	79	-46	14	11	-21
TOTALS:	6,140	3,435	-44	570	523	- 8
AVERAGE:	125.3	70.1	-44	11.63	10.67	- 8

In this group of 49 schools, the average number of graduates in 1971-72 was 125, slightly higher than that cited earlier for all 55 schools (123). For 1981-82, the average for these 49 schools (70) also turns out to be somewhat

higher than for the entire listing of 64 schools (63). The decline in the number of master's degrees awarded by these 49 schools over the past decade amounts to 44 percent. On the other hand, in number of full-time faculty, the average of these 49 schools in the fall of 1971 was 11.6; by the fall of 1981 this figure had dropped to 10.7, a reduction of 7.8 percent, a considerably smaller percentage than that of student decline.

As can be seen, among these 49 schools for which we have comparable data, 45 gave fewer master's degrees in 1981-82 than a decade earlier. However, 4 actually had larger numbers. Kent State registered by far the greatest increase, going from 35 to 99 (182 percent). (This results in large part from Kent's off-campus program in Columbus.) Montreal also had an impressive gain of 83 percent (from 40 to 73), while Texas Woman's went from 31 to 46 for a 48 percent growth. UCLA's increase from 40 to 49 represents a growth of 23 percent.

Among the 45 schools suffering reduction in number of master's degrees conferred, the largest loss was sustained by Oklahoma (80 percent) with two schools in New York close behind: Queens 75 percent and Long Island 74 percent. Atlanta was next with a 70 percent decrease. No fewer than 16 schools experienced a 50 percent or higher reduction.

Sixteen schools conferred 150 or more master's degrees in 1971-72. Only one (Simmons) conferred 150 or more in 1981-82. Of these 16 schools, the decline in numbers varied from a low of 15 percent (Western Ontario) to a high of 74 percent (Long Island). The average decline for these 16 largest schools was 48 percent. Five had lost their status as being among the 16 largest schools in terms of master's degrees conferred.

There were likewise 16 schools that conferred 90 or fewer master's degrees in 1971-72. All 4 schools noted as having an increase in 1981-82 fall in this group. For these 16 schools there have been extremes, from Kent's 182 percent gain to Atlanta's 70 percent loss, but for the group as a whole there was an average decline in total master's degrees awarded of less than 5 percent.

The 17 schools in the middle group, those having over 90 master's graduates but fewer than 150 in 1971-72, all sustained losses from a low of 13 percent (Toronto) to a high of 75 (Queens). The average loss for this group was 50 percent, very nearly the same as that of the largest schools.

In geographical terms, the average decline in master's degrees awarded by the 6 schools in the Southeastern states has been greater than in any other region--52 percent. Among the 14 schools of the Northeast, the average decline has been 44 percent.

While UCLA's gain reduced the average loss for the 6 schools of the West to 37 percent, for the other 5 the average decline was 49 percent. For the 13 schools in the Midwest, the average loss was 41 percent if Kent's remarkable increase is omitted; if included, the average loss is reduced to 24 percent.

For the 5 schools in the Southwest, Texas Woman's gain reduces the average loss to 28 percent. Without Texas Woman's, the average loss for the other 4 was 47 percent.

For the 5 Canadian schools, Montreal's increase nearly cancels out the others' losses in terms of average percentage per school. Without Montreal, the average loss was 25 percent.

For as long as most of us can remember, it has been agreed that in the United States and Canada women outnumber men in the library profession by nearly 4 to one. There is evidence that during recent years the ratio has shifted even further in women's favor.

In 1975, ALA's Office of Library Personnel Resources issued a "Survey of Graduates and Faculty of U.S. Library Education Programs Awarding Degrees and Certificates, 1973-74." It was reported there that the then 55 ALA accredited programs had awarded 6,323 master's degrees in 1973-74, of which 1,376 (21.8 percent) had gone to men and 4,947 (78.2 percent) to women. In a report by the present writer in 1978 made on behalf of AALS and based on schools' annual reports to the COA, it was noted that by 1977-78 master's graduates among 63 AALS member schools (5,874 in all) had remained essentially the same since 1973-74 in terms of sexual mix: of these graduates (including the Canadian schools that had been omitted in the OLPR report for 1973-74) 1,273 were males (21.7 percent) and 4,601 (78.3 percent) were females in 1977-78.

During the most recent 4 years (1978-79 through 1981-82), however, there has been a change in that ratio of some significance. In 1978-79, the number of males dropped to 20.3 percent of the total. By 1980-81, they had declined to 19.5 percent, and, as Table II-3-a shows in the report in hand, in 1981-82 the ratio was 17.9 percent males (702) to 82.1 percent females (3,217). It will be interesting to watch this ratio in future reports to note whether this trend continues.

At the doctoral level, the shift in favor of women can be even more dramatically illustrated. According to the OLPR report noted earlier, 30 (63.8 percent) of the library science doctorates conferred in 1973-74 went to men while women received only 17 (36.2 percent). Four years later, in 1977-78, the division was virtually the same: of the 65 doctorates that year, the female share was 24 (36.9 percent) while that of males was 41 (63.1 percent). During the most recent 4 years (1978-79 through 1981-82), however, women have not only caught up with men but have passed them. In 1978-79 women earned 36 doctorates for 46.8 percent of the total (77). In 1979-80, they outnumbered their male counterparts for the first time, and by a substantial margin, 38 (57.6 percent) to the males' 28 (42.4 percent). In 1980-81, the women's share of doctorates jumped to 61.2 percent (41 out of 67). A further slight gain was achieved in 1981-82, when 62.3 percent of the doctoral degrees that were reported went to women (43 out of 69). (Unfortunately, not only did 2 schools fail to report doctoral graduates for 1981-82 [Berkeley and Southern California], but Florida State did not identify the sex of its 5 graduates.)

Enrollment figures appearing in the current report suggest that the latest ratio will likely continue for the next several years. Twenty-five schools now offer the doctorate. While we have no enrollment figures for Berkeley and Southern California, and Buffalo was omitted because its doctoral students are enrolled in joint programs, we have data on 417 enrolled in the other 22 schools. Of these, 34.8 percent (145) were males while 65.2 percent (272) were females.

Perhaps the present writer may be pardoned if he uses the record of his own school further to illustrate the change noted above. From 1953 through 1982, a total of 109 doctorates in library science were conferred at Michigan. Seventy-four (68 percent) have gone to men and 35 (32 percent) to women. Prior to 1970, however, males accounted for 78 percent of the doctorates (50 out of 64). During the 1970's, the male share dropped to 62 percent (21 out of 34), but in the first 3 years of the 1980's, men have accounted for only 27 percent of the doctorates (3 out of 11) while 73 percent (8 out of 11) have gone to women.

Surely this change in the ratio of doctorates between men and women will have a long-term effect upon the composition of library school faculties.

Data on the sex of library school faculty have been reported in the "Bidlack statistics" for the past 8 years, a period during which higher education has given considerable attention to affirmative action in academic appointments. In 1976, among the full-time faculty of AALS member schools, 58.5 percent were males while 41.5 percent were females. By 1983, this ratio had changed by only four-tenths of a percentage point--58.1 percent were males and 41.9 percent were females on January 1, 1983. (see p. F-4)

When one looks at faculty rank, it is found that women have made a substantial gain at the assistant professor level, from 46 percent in 1975-76, to 58.6 percent in 1982-83. At the professor level, however, the percentage of women has increased by only 1.2 percent. This can probably be explained by the length of time required on the tenure track for advancement to full professor, but how does one explain that at the rank of associate professor women have lost ground, declining from 45.7 percent in 1975-76 to 38.1 percent in 1982-83? It appears either that a disproportionate number of women drop out of teaching while still at the assistant professor level or simply do not get promoted as rapidly as do their male counterparts.

Data have been collected over the past 8 years regarding new faculty appointments (full-time). Because the number of participating schools has differed over this period (from 62 in 1975-76 to 69 in 1981-82), the numbers are probably less meaningful than the percentage (see Table I-10). The high in this period was in 1977-78 when 59 new faculty members (exclusive of deans and directors) were appointed among 64 schools. Of the 620 full-time faculty among those 64 schools (exclusive of deans and directors), this represented a 9.5 percentage of new appointments. The low (6.8 percent) had occurred the year before. In 1982-83, there were 47 new appointments out of a total full-time faculty of 613 in 68 schools, for an average of 7.7 percent. Over this 8-year period, the average has been just under 8 percent.

During these 8 years, there have been 403 new faculty appointments (exclusive of deans and directors) at the following ranks:

Professor	30	(7.4 percent)
Associate Professor	74	(18.4 percent)
Assistant Professor	227	(56.3 percent)
Instructor	37	(9.2 percent)
Lecturer	35	(8.7 percent)

Because, in most instances, appointments at the instructor and lecturer levels are either temporary or preliminary (perhaps because of the lack of the doctorate) to advancement to the rank of assistant professor, these numbers can be added to that of assistant professors to provide a total for junior faculty vs. senior faculty (professors and associate professors). This gives us a ratio of nearly 3 junior faculty appointments to one at the senior level over this 8-year period. In 1982-83 the ratio was 4 to one.

There are various reasons why a library school chooses to appoint faculty at the lower ranks, such as the desire to bring in younger and newer blood and to reduce the percentage of tenured faculty, but the most compelling reason, in this writer's view, is financial. As library school budgets shrink (or at least fail to expand to keep up with inflation and imposed salary improvements), a logical way of maintaining faculty strength is to replace senior faculty with junior faculty, and pay them proportionately less. Opportunities for senior faculty, as well as junior faculty who seek advancement in rank by moving to another library school, are increasingly slim. This fact may have particular significance to faculty in schools where closure is approaching.

It has long been thought that individuals entering library education are older than in most other disciplines. Believing that the ages of newly appointed assistant professors can be used to test this assumption, this writer finds it interesting to note that, of the 110 new assistant professors appointed during the past 4 years (1979-80 through 1982-83), 35 (or nearly 32 percent) have been 40 years of age or over. Only 9 were under 30 at the time of their appointment, while 66 (60 percent) were in their 30s. While one cannot be precise in reaching an exact average age for these 110 individuals, since their ages were reported in 5-year blocks, it would appear that that average would be about 38 years. This is roughly 10 years beyond the average in most other disciplines.

Because such a large proportion of new faculty are appointed at the assistant professor level, deans and directors find the average salary for this group to be of particular interest as they plan their budgets for the following year. In 1982-83, among the 22 new assistant professors with academic year salaries, the average was $22,233 (median $22,300). When information was first sought by the present writer regarding new faculty appointments for the year 1973-74, the average for assistant professors was $12,942. Over 9 years, this average has thus increased by some 72 percent.

It is sometimes claimed that the percentage of salary increase for beginning assistant professors in library schools has outdistanced the increase for professors and associate professors, and that this is to blame in part for the depressed salary structure at those ranks. While that may have happened in some schools, it has not been a general occurrence. The average salary for professors for the academic year 1973-74 was $21,505; in 1982-83 this average was $37,332, an improvement of close to 74 percent. That for associate professors has been nearly 75 percent, from $16,673 in 1973-74 to $29,148 in 1982-83. From these statistics it appears that improvements in beginning salaries have not adversely affected the improvement in salaries for more senior faculty members.

Salary improvement from year to year is always a matter of interest. Since well over 80 percent of faculty have academic-year appointments, this is the group for whom comparison is most meaningful. As shown in Table I-14, full professors did best in 1982-83, with an 8.6 percent improvement over 1981-82. Associate professors were nearly a percentage point behind, with 7.7 percent. Assistant professors (new and continuing) were still further behind, with 7 percent. Very much in the rear, however, were deans and directors--the 59 with fiscal-year appointments received average salary improvements in 1982-83 of only 6 percent.

Because of the difference in the dollar exchange rate between Canada and the United States which some believe causes Canadian salaries to appear to be much higher than they really are (i.e., when converted to U.S. dollars), Tables I-13a and I-13b have been provided in this year's faculty report to enable one to compare. It is quickly apparent that the differences are, indeed, great, although the fact that most Canadian salaries are based on the fiscal year while most U.S. salaries are for the academic year (except deans and directors) affects averages less than one might expect initially. Table I-13a enables one also to make regional comparisons for U.S. schools. It is interesting to note that at the ranks of associate and assistant professors, this difference is over $3,000, while at the professor level the difference between the highest and the lowest is $1,898.

Ethnic data on full-time faculty (including deans and directors) have been collected for U.S. schools over a four-year period (1979-80 through 1982-83), with all AALS member schools cooperating except Chicago. In 1979-80, 9.4 percent of full-time faculty in 59 U.S. schools were identified as belonging to a minority group (59 out of 625). (Minorities have been identified as American Indian, Asian or Pacific Islander, Black, and Hispanic.) In 1982-83, the percentage of minorities among the faculties of 60 U.S. schools stood at 8.7, a decline of seven-tenths of a percentage point (52 minorities among 595 full-time faculty members).

In evaluating these percentages, one should note that in 1979-80 there were three traditionally Black universities included (Alabama A & M, Atlanta, and North Carolina Central). The removal of Alabama A & M from the list of AALS member schools in 1981 accounts in part for the decline in minority representation, but does not really alter the fact that during a period when library schools could have expected an increase in minority representation among faculty, we have actually lost ground. Of the 52 minority faculty members with full-time appointments in 1982-83, 12 were located in two traditionally Black institutions, Atlanta and North Carolina Central. The remaining 40 were scattered among 28 schools, with 3 each in 2 schools, 2 each in 8 schools, and one each in 18 schools. Of the 60 U.S. schools reporting ethnic data in 1982-83, exactly half (30) had no minority faculty member.

Of the 23 new assistant professors appointed in U.S. library schools in 1982-83, 2 were minority (both were Black). This represents 8.7 percent of the new assistant professors, which is exactly the same percentage as the minority representation among all faculty in 1982-83. Adding to the irony is the fact that both of these 2 new assistant professors joined the faculties of traditionally Black institutions, one at Atlanta and one at North Carolina Central.

In March 1979, the present writer shared with his decanal colleagues a survey he had taken among the U.S. library schools then granting the doctorate. Based on reports made by all of these schools except Chicago, it was found that, among the 395 doctoral students who had completed, or were expected to complete, their degrees between 1976 and 1981, some 86 (21.8 percent) were minority. (Foreign students were not included.) On the basis of those numbers, I stated in my 1979 letter that in the immediate future, "minority representation on library school faculties should increase rather dramatically." I was obviously wrong in my prediction.

As shown in Table I-22a, data on the number and percentage of full-time faculty holding doctorates have been collected since 1977. The steady increase over this 6-year period is significant: from 61.8 percent in 1977 to 75.1 percent in 1983. In just 6 years the percentage of faculty with doctorates has grown by 13.3 percent. Males have lagged somewhat behind females in this increase.

In 1977, 69.3 percent of male faculty members held the doctorate while only 50.9 percent of females did so. By January 1, 1983, the male percentage rose by 11.7 points to 81 percent, while the female growth was by 16.1 points, to 67 percent. In total numbers, however, the distance between the sexes remains marked: males 81 percent, females 67 percent.

Among the 511 doctorates held by faculty in 68 schools (only Geneseo was not included in this count), 173 (just under 34 percent) were in disciplines other than library and/or information science. Of these 173, over 43 percent were in education.

During the past 4 years, schools have been asked to provide information on the age of their faculty by 5-year blocks. Only Chicago has declined to provide this information. As noted on page F-24, a noticeable "graying" of the faculty has taken place during this period. (Deans and directors are here included as faculty.) On January 1, 1980, 26.8 percent were 55 or older. By January 1, 1983, this percentage had increased to 32.4 percent. In 1982, only 18 faculty members out of 695 were aged between 65 and 69 (2.6 percent); a year later, in 1983, this number had grown to 30 (among a total of 669) and constituted 4.5 percent. At the other extreme, on January 1, 1982, there were 50 (7.2 percent) 30 years old and younger. On January 1, 1983, that number had shrunk to 37 (5.5 percent).

Since 1976-77, information has been gathered regarding the tenure status of faculty. As would be expected from the preceding data, there has been a gradual increase in the percentage of tenured faculty, from 58.4 percent in 1976-77 to 66.3 percent in 1982-83.

In regard to length of service, only 3 faculty employed on January 1, 1983, held appointments dating back to the 1940's, and only 11 to the 1950's. Thus, only 2 percent of current faculty began their service in their present schools prior to 1960. Those appointed in the 1960's numbered 188 (27.6 percent) while exactly half of the faculty among the 68 participating schools were appointed to their present schools in the 1970's. Slightly over one-fifth (20.3 percent) were appointed in the 1980's.

During the calendar year 1982, there were 15 new appointments of deans and directors among the 68 AALS member schools reporting. This represents a change of leadership in 22 percent of the schools, the largest in memory. Seven of the 15 held either "acting" or "interim" appointments, suggesting even more changes to come. It is also noteworthy that only one of the eight deans and directors receiving regular appointments was external to the school in question. These figures appear to support a general impression that the post of executive officer has less appeal among library educators than it once had, that the length of tenure for deans and directors is shorter than it once was, and that searches for strong candidates to fill this post are increasingly unsuccessful.

Just as AALS member schools differ greatly one from another in size, financial support, and reputation, so do the annual salaries of their executive officers, varying in 1983-84 from a low of $28,858 to a high of $73,401. (This high salary was for a Canadian school--the high among U.S. schools was $64,200.)

A decade ago, according to the February 1973 list of ALA accredited programs, 22.4 percent of the schools were headed by females (13 females and 45 males). The March 1983 list reveals a slight shift in favor of women--26.1 percent are now headed by females (18 females and 51 males).

There were 29 full-time faculty members in 1982-83 who held the post of associate (assistant, etc.) dean or director among 25 schools. The percentage of women in this group was considerably higher--41 percent.

It should come as no surprise that an earned doctorate is increasingly a requirement for the executive officer of a library school--only three in the current group lack such a degree, all males. Slightly over 70 percent of these doctorates are in library science.

Of the deans and directors holding regular appointments on January 1, 1983, 21.4 percent were over 60 years of age. A total of 64.3 percent were over 50. Of this same group, 36.8 percent had held their administrative titles for a decade or longer. These figures suggest that change in leadership among library schools will continue at a fairly rapid pace. It happens that a considerably larger percentage of the female deans and directors will reach the customary retirement age of 65 during the next five years--some 41.7 percent compared to 15.9 percent of the males.

Although ethnic data on students have been requested from U.S. library schools during the four years that the AALS has been issuing statistical reports, the present writer has serious doubts regarding the accuracy of some of the figures provided. While some schools have simply refused to provide the information, there is also the uncertainty whether or not foreign students have been included.

Forty-nine U.S. schools provided ethnic data on their master's degrees graduates in 1978-79. (Whether or not foreign students were included in some instances cannot now be determined.) Among these 49 schools, a total of 4,041 master's degrees were awarded that year. Of that number, a total of 379 (9.38 percent) were reported as minorities. By specific minority, they were: 10

American Indians (.25 percent); 120 Asians and Pacific Islanders (2.97 percent); 188 Blacks (4.65 percent); and 61 Hispanics (1.51 percent).

For the report in hand, 51 schools in the United States reported ethnic data for their master's graduates in 1981-82. (Alabama has not been included because no white graduates were reported even though 5 minority graduates were reported. Berkeley, Catholic, Geneseo, and Southern California did not return the questionnaire while Case Western, Florida State, Pittsburgh, Rutgers, Tennessee, and Wayne State refused to provide ethnic data on their graduates.)

Among the 51 U.S. schools that cooperated in providing this information, a total of 2,970 master's degrees were conferred upon U.S. citizens and permanent residents in 1981-82. Of this total, 212 (7.14 percent) were minorities. By group, they numbered as follows: American Indians, 5 (.17 percent); Asian and Pacific Islanders, 53 (1.78 percent); 117 Blacks (3.94 percent); and Hispanics, 37 (1.25 percent).

It would appear that there has been a significant reduction in the representation of minorities among U.S. library school graduates between 1978-79 and 1981-82, from 9.30 percent to 7.14 percent. The possibility that some foreign students may have been included in the 1978-79 count and the fact that not all schools shared information make it difficult to be precise on this point.

Of the 23 library schools in the United States having doctoral programs, only 17 reported ethnic data regarding their graduates in 1981-82. Among these 17, doctorates were conferred upon 31 individuals who were U.S. citizens or permanent residents. Of these 31, 5 were minorities (slightly over 16 percent). Three were Black while 2 were of Asian or Pacific Island heritage. Reports from the missing schools would not, in this writer's view, greatly change this percentage. Remembering the declining enrollment of minorities in the master's program, it is quite remarkable that minorities are represented so well at the doctoral level.

The ebb and flow of foreign student enrollment in library schools in the U.S. and Canada have long been of interest, but only with the annual appearance of the AALS (now ALISE) Library Education Statistical Report has it been possible to make comparisons from year to year among a large number of schools.

Fifty-eight schools provided data on foreign student enrollment at the master's level in the fall term of 1979, for a total of 389 (114 males and 275 females). There was thus an average of 6.7 foreign students per school in master's programs in 1979. This average grew to 7.2 in 1980 (59 schools reported 422 foreign students). A year later, in the fall of 1981, the average per school increased to 7.7 (56 schools reported 437 foreign students). In the fall term 1982 only a slight increase was realized, 7.8 per school, with 54 schools reporting a total of 422 foreign students at the master's level. (This writer would hazard the guess that as falling enrollment has become a problem for many library schools there has been a tendency to become more "liberal" in the admission of foreign students.)

One difference between foreign and domestic students is a larger representation of males. During the 4 years noted here, the male portion of the

foreign student enrollment has varied between 28 and 30 percent, while among the total student body at the master's level males now account for less than 18 percent.

At the doctoral level, male foreign students tend to out-number females while, as noted earlier, the opposite is now true among domestic doctoral students. As seen in the report in hand, in the fall term 1982 (Table II-6-a), among 17 schools reporting on a total of 78 foreign doctoral students, 56 percent (44) were males while 44 percent (34) were females. Among schools offering the doctorate, the average number of foreign students enrolled has varied from 4 to 5 in any given year.

A total of 507 foreign students were enrolled among 59 schools at all levels in the fall of 1982. Four schools reported having no foreign students: Brigham Young, Emory, Kentucky, and Mississippi. Six other schools failed to provide this information: Berkeley, Catholic, Geneseo, South Carolina, Southern California, and Southern Connecticut.

The foreign country represented by the largest number of students (89) in the fall of 1982 was Taiwan, accounting for 17.6 percent of the total. (See Table II-7) Korea and Nigeria tied for a distant second place, each with 32 students, or 6.3 percent apiece.

It is not surprising that a significant percentage (4.7) of foreign students attending library schools in the United States were from Canada. Of the 24 Canadians studying in the U.S. in the fall of 1982, 15 were at the master's level, 8 at the doctoral, and one was enrolled in a post-master's program. On the other hand, 6 students from the U.S. were studying toward the master's in Canadian schools along with one at the doctoral level.

While in-state/out-state (or in-province/out-province) student status has more significance for state-supported institutions than for private, the table providing this information (II-5-a) gives an interesting picture of the geographical mix in student bodies. Among students enrolled in 53 schools that reported on this for their master's programs for the fall term 1982, only 22.3 percent were attending a library school outside their own state. At the doctoral level, the picture was quite different, of course. Among the 357 doctoral students reported as enrolled in 18 schools in the fall term 1982, 48 percent were from outside the state or province in which they were studying.

Undergraduate enrollment figures in library education are always difficult to interpret. Twenty-six schools reported having undergraduates enrolled in the fall term 1982 for a total of 1,859. In most instances, however, these undergraduates were enrolled in one or two service courses offered by the library school, often in children's and young adults' literature. Seven library schools, however, reported having conferred a total of 76 bachelor's degrees in library science (74 females and 2 males, see Table II-3-c).

An elaborate table (II-11-a) is provided in the student section of this report giving information on the amount of financial aid provided students by individual schools. It is noted that, of the 61 schools responding to this question, one reported offering nothing while the high was $276,452.

It should be kept in mind, as one looks at these figures, that some student aid has gone unreported because it was in the form of tuition waivers. It is also important to recognize that much of the aid reported here is awarded in the form of full or partial tuition scholarships and that the significance of that form of student aid relates to the amount of tuition charged by the institutions of which the individual library school is a part.

We have long recognized that tuition rates are higher at private universities than at public institutions, but what is less well known is that the difference in tuition between the least expensive and the most expensive public university in the United States is considerably greater than that between the most expensive public university and the most expensive private university. To give proper meaning to the figures provided in Table II-11-a, they should be compared, therefore, to those in Table II-13-a where an attempt has been made to identify the cost of the degree in each school in terms of tuition and fees.

It will be noted that in 1982-83 the cost of the master's degree varied among U.S. schools from a low of $495 for a California resident attending San Jose to a high of $12,000 at Chicago. (At a private university, of course, residency makes no difference in tuition rates, as at Chicago, while at San Jose the cost of the master's degree jumps from $495 to $4,275 for the out-of-state student.) Among library schools in public universities, the variation in cost for out-of-state students is equally vast, from a low of $1,005.50 at Mississippi to a high of $9,390 at Michigan.

Because the length of time required to complete the master's degree varies among schools, cost per credit hour (or unit) is also given in Table II-13-a. In 1982-83, this cost varied from a low of $17 for an in-state student at the master's level at North Texas to a high of $343 for an out-of-state student at Michigan. (Chicago did not report this figure.)

According to Table IV-12, in 1981-82 only 2 schools awarded financial aid (to all levels of students) of over $200,000: Michigan with $276,452 and Columbia with $219,500. There were 3 others that awarded over $100,000: Emory ($181,468); Syracuse ($176,335); and Chicago ($159,243). Another 6 schools awarded $60,000 or more: Denver, Case Western Reserve, Indiana, Simmons, Pittsburgh, and Long Island.

There were 11 schools where the cost in tuition and fees exceeded $7,000 for the master's degree in 1982-83, five of which were state institutions where a considerably lower amount was charged for in-state students. These 11 schools were Chicago ($12,050); Columbia ($9,792); Michigan ($9,390 for out-state, $4,374 for in-state); Washington ($8,424 for out-state, $3,402 for in-state); Denver ($8,200); Minnesota ($8,170 for out-state, $3,162 for in-state); Drexel ($8,056); Wisconsin-Milwaukee ($8,012 for out-state, $2,421 for in-state); Emory ($7,830); Pittsburgh ($7,680 for out-state, $3,840 for in-state); and Simmons ($7,287).

From the above listings, it is seen that 7 of the 11 schools with the largest amount of student aid were also among the 11 most expensive schools. For 3 of the remaining 4, tuition and fee costs were certainly on the high side also: Syracuse ($6,968); Case Western Reserve ($6,200); and Long Island

($6,167). Indiana was the exception, where out-state tuition was $5,679 and only $2,070 was required of in-state students.

Dean Roper has noted in the financial portion of this report that among the 65 schools reporting their total incomes for the year 1977-78, the average had been $487,197 per school. Four years later, in 1981-82, that average had grown to $609,396, again among 65 schools, although not precisely the same 65. This represents an increase of 25 percent over 4 years. The largest increase (10.7 percent) had come in 1978-79, but this was followed in 1979-80 and 1980-81 by depressingly low improvements (3 percent and 2.5 percent). In 1981-82, however, there was an increase of 7 percent. Whether this latest improvement is a harbinger for the return of better times for library schools will be made more clear in next year's report.

When the COA issued its first collection of data based on the annual reports of 47 of the library schools on the accredited list in 1970-71, the highest total budget for any school was $819,000 (Case Western Reserve). The lowest was $105,450 (Brigham Young). Federal sources accounted for $278,000 (34 percent) of Case Western Reserve's income, the largest amount of federal support reported by any school; Brigham Young reported none. The school having the largest income from its parent institution in 1970-71 was Western Ontario with $768,250. The school in the United States with the largest amount from the parent institution was Pittsburgh with $638,700. Among the 47 schools that authorized the COA to publish their financial data that year, the average total income per school was $332,224. During the 11 years since that COA report appeared, the average total income per school has increased 83 percent, to $609,396 in 1981-82. While an increase of 83 percent in 11 years may sound impressive, one must keep in mind the rate of inflation during that period. The Consumer Price Index, using 1967 as the base year (100), stood at 121.3 in 1971. In 1982 it stood at 287.1, an increase of 165 percent over those same 11 years.

In 1970-71, when the average total budget of library schools stood at $332,224, 85.3 percent of that amount ($283,467) was provided by the parent institution. Six years later, in 1977-78, as Dean Roper notes in Table IV-3, this percentage remained almost unchanged (85.5 percent). During the most recent 4 years (1978-79 to 1981-82), however, that figure has increased to nearly 91 percent. This change reflects, as Roper suggests, the rapid reduction of federal and other outside funding during this period. For 9 schools in 1981-82, their total income came from the parent institution.

On average, only 4.9 percent of schools' income came from federal sources in 1981-82; that from all other sources (such as research grants from foundations and endowment income) was 4.3 percent. These small percentages illustrate what we all know: that, with few exceptions, library schools are dependent upon the willingness of their parent institutions to cover at least 90 percent of their costs. The closer that the school's tuition income comes to equaling that cost, of course, the more willing the parent institution will be to continue this support.

By 1976-77, 2 schools could report total income in excess of $1,000,000 (Pittsburgh with $1,427,105 and Toronto with $1,010,479). By 1981-82, that number had grown to 8 with the addition of Berkeley, Case Western Reserve, Illinois, Michigan, Syracuse, and Western Ontario. In comparing library

schools' budgets, however, the "apples and oranges" problem quickly arises. Totals are "arrived at" in differing ways for reporting purposes. Private universities may include in the budgets of their individual schools such items as plant maintenance and utilities expenditures that public institutions rarely distribute among academic units. Some library schools include in their budgets academic programs quite apart from those relating to librarianship. While some schools support their library science libraries within their own budgets, at other schools that operation is part of the university library's budget.

Nevertheless, the budgets of library schools have enough in common that the differences between the largest and the smallest are, indeed, significant. In 1981-82, when the budgets of 8 schools exceeded $1,000,000, no fewer than 24 (40 percent) of those reporting stood at less than $400,000. Of these 24, 5 were under $300,000, the lowest being $241,198.

Table IV-8 of the report in hand provides a clear picture of how the average library school budget is spent. Salaries, as noted earlier, account for the lion's share (nearly 77 percent), an increase from 73.7 four years ago. There appears to have been a sharp increase also in expenditures for non-salary support of teaching and administration (from 7.8 percent in 1978-79 to 11.6 percent in 1981-82). Not surprising (in view of the reduction of outside funding) is the fact that the percentage of library school budgets devoted to research has declined dramatically during these four years, from 5 to 2.4 percent. That for fellowships has dropped from 6.8 to 5.7.

Within the personnel budgets for 1981-82, faculty salaries (including those for deans and directors) account for 78.5 percent. Support staff (clerical and specialist) accounted for 15.5 percent, while student employees added another 5 percent. The fact that library schools that support library science libraries from their own budgets include librarians and library assistants as "specialists" makes interpretation of these percentages difficult. Dean Roper notes, however, that there appears to have been a steady decline in recent years in expenditures for clerical staff. A way that some library schools have found to improve faculty salaries, or even retain faculty positions, has been to reduce the clerical staff.

As one examines Table IV-12 in the present report, where the expenditures by category are listed for each school, a troubling column is that headed by "Other" where some 17 schools (among the 66 schools reporting) have recorded expenditures from as little as $434 (Wisconsin-Milwaukee) to as much as $107,858 (Washington). For this latter school, this unidentified expenditure amounted to nearly one-fifth of its budget. For these figures to be meaningful, it is hoped that next year's questionnaire can be designed to elicit more exact accounting.

Table IV-10 compares categories of expenditures for schools with and without doctoral programs. As one would expect, salaries account for a smaller percentage of the total budget (74.7) at library schools offering the doctorate than among those not having such a program (80.4 percent). The principal reason is, of course, that expenditures for research are greater in schools where there are doctoral students (3.4 percent vs. 1.2 percent) and more is also spent on non-salary items in the support of teaching and administration

(13 percent vs. 9.8 percent). Schools with doctoral programs also tend to give a lower priority to continuing education but slightly greater priority to library expenditures and scholarships.

No attempt has been made here to summarize or give greater interpretation to the sections on curriculum and continuing education beyond the analyses provided by the authors themselves. It is hoped that the person chosen to prepare this chapter for next year's report can be persuaded to emphasize those topics.

Perhaps the two or three readers who actually reach this final paragraph of the 1983 ALISE report will forgive the writer for making a personal plea as he contemplates entering into retirement's Great Beyond on July 1, 1984. My plea is simply for each library school dean and director to commit himself/herself to seeing that the annual ALISE questionnaire is not only completed, but completed in full. The fact that three deans did not cooperate in 1983 in providing data for their schools, while others omitted sections, detracts greatly from the value of the present report. In fact, this writer would propose that his decanal colleagues punish their guilty members in future years by fining them $500, and, further, by requiring them to stand at rigid attention throughout the next annual meeting of the Council of Deans and Directors.